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ABSTRACT

Today's teens are dealing with an increasing amount of stress, but they have developed few positive stress management skills. Strategies that students can use to deal with their daily stressors are covered in this manual, which was designed as a companion volume to a teen stress video. The material here addresses many of the issues faced during adolescence, and is designed to be used with teens of various ethnic backgrounds, although it primarily targets the needs of African American teens. The challenges covered here include AIDS, drugs and alcohol, violence, peer pressure, materialism, and family pressure. These issues are presented in the video in brief scenarios, each of which presents a problem and offers several solutions. The manual serves as a facilitator's guide and fosters a more comprehensive learning experience. Section 1 contains descriptions of the video scenarios and provides discussion questions. Section 2 consists of a stress-control workbook for students in grades 6-12. The workbook features 20 lessons on stress, with such topics as problem solving and signs of stress, and each lesson provides various activities, role plays, exercises, checklists, and other materials for students to complete. Section 3 contains an annotated list of resources. (RJM)

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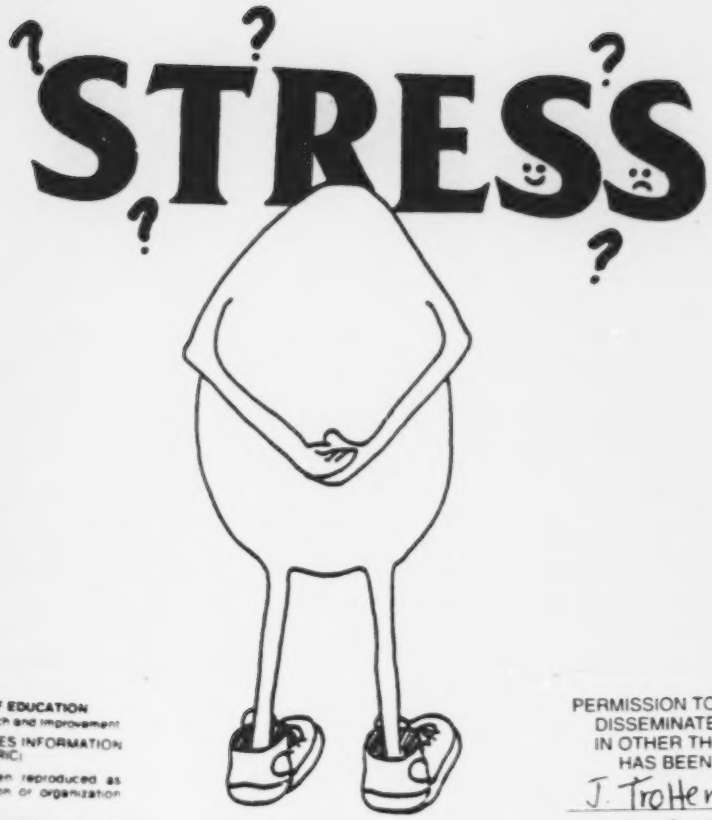

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TEEN STRESS: HOW TO COPE

An Accompanying Manual for the Teen Stress Video

Produced by

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Teen Stress: How to Cope
An Accompanying Manual for the Teen Stress Video

The Teen Stress Manual is divided into three sections:

Section I: Teen Stress Manual
Section II: Teen Stress Workbook
Section III: Resources

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SECTION I: TEEN STRESS MANUAL

INTRODUCTION

Rationale

Stress...What is it? Stress is anything that causes a change in the body. Everyone has stress, regardless of race, sex or age. All stress is not bad, nor does all stress have a negative effect on us. Some stress we experience is good and has a positive and motivating effect on us. Stress is a natural part of living, but too much stress can cause illness and sometimes death.

Problems arise when we have too much or too little stress in our lives. We feel tense and pressured when there is too much stress; which creates conflict in our experiences. We feel bored and unmotivated when there is too little stress; which also creates conflict within us as well as with others. Maintaining a proper level of stress is the key to this, and can be done by learning all we can about stress. What causes stress in our lives? What triggers our personal stress? What can we do to find a balance that is right for us? Because no two people experience stress in exactly the same way, managing stress requires a personal, self assessing, pro-active commitment from each person in order to effectively create a more healthy lifestyle and the experience of well-being.

Today's teens are dealing with an increasing amount of stress, caused by circumstances such as high divorce rates; single-parent families, crime, violence, and substance abuse. They have developed very few positive stress management skills. During adolescence, teens experience normal childhood stressors. These include academic demands, values, beliefs, self-identification, the media, drugs, alcohol, dating, sports, graduation and materialism. Adolescence, as a developmental stage is, in itself, a source of stress. Stress is a way of life for most parents and their teenage children; no one is at fault.

Developmental conflicts of adolescence can be classified as personal, interpersonal, and societal, and may all be sources of stress. Personal conflicts include peer pressure; belief that he or she is unattractive; growing at a different rate from classmates; fears about sexuality; and searching for values. Interpersonal conflicts include peer-acceptance; teacher student relationships; and parental attitudes. Societal conflicts include school; lack of job opportunities; military service; and social problems such as alcoholism and drug abuse, violence, poverty, sexually transmitted diseases and racial prejudice.

The Wholistic Stress Control Institute, Inc. has developed a video on "Teen Stress: How to Cope". This video has an accompanying manual, complete with instructions, in order to foster a more comprehensive learning experience for teens. The video addresses many of the relevant/crucial issues faced during adolescence, and can be used with teens of various ethnic backgrounds. The issues include AIDS, drugs and alcohol, violence, peer pressure, materialism, and family pressure.

Instructional Use

It is highly recommended that the instructor teach the students some general information on stress management skills before viewing the video. This will increase the students ability to make appropriate application of the stress management skills to each stressful scenario. It will also increase the students understanding of when and how to

use stress management skills in different situations. In order to enable the instructor to teach students some general information about stress management, Section II of this manual contains a complete Stress Control Workbook for teens. The Stress Control Workbook consist of educational handouts and exercises on twenty (20) different stress management lessons. In addition to this instructors may want to purchase the complete Stress Management Curriculum (grades 6-12) which gives detailed instruction on how to teach stress management skills to youth. Another resource is the stress education video entitled "What is this Mess Called Stress". This is a 40 minute educational video. See resource material listing and order form at the end of the book.

The goal of these educational videos is to enable teens to develop positive coping skills for stress reduction in their lives, thereby, better equipping them to handle life's changes in more positive, pro-active ways.

PURPOSE

"Teen Stress: How to Cope", was developed for the purpose of increasing teens stress management skills. There are six specific issues that are addressed in the Teen Stress video. They are:

(1) AIDS
(2) Alcoholic Parent
(3) Violence and Racism
(4) Peer Pressure
(5) Materialism and Drug Trafficking
(6) Parental Pressure

Each issue is dramatized through video in a short scenario. Each scenario is composed of two parts: Part I - Problem Situation
Part II- Solutions

The first part of each scenario presents a problem situation which has a climatic ending. The second part of the scenario identifies several solutions for dealing with the problem.

REMINDER
Part I: A problem situation is presented (Time - 2 1/2 minutes)
Part II: Several solutions are identified (Time - 2 1/2 minutes)

TARGET POPULATION

The video was developed primarily to address the need for culturally relevant stress management materials for African-American teens. However, this informative video can be used successfully to address the needs of diverse populations because the issues are universal.

FACILITATOR INSTRUCTIONS

The Video Presentation. . .

A. PROCEDURES

Preview the "Teen Stress: How To Cope" video prior to the teen workshops, and/or read the video description summary that is provided. This will allow you to become about the content.

B. GROUP SIZE

[1] Ideal size-10 to 15 persons

C. MATERIALS AND EQUIPMENT

1. Chalk board and chalk or
2. Easel, flip chart and markers
3. T.V. Monitor
4. VCR

All equipment should be checked prior to the presentation, to insure it is functioning properly. (Be sure to have an alternate plan in case of equipment failure).

[Instructions continued]

Now that you are ready to present. . .

FACILITATOR

OBJECTIVE

The main objective of the facilitator is to:

1) Facilitate the video presentation and discussion on "Teen Stress: How To Cope."
2) Provide the incentive for applying stress management skills, to cope with stressful teen situations.
3) Demonstrate how daily use of these techniques can reduce stress in the teen's lives.
4) Encourage teens to practice these stress management skills daily.

STEP 1.

* With your objective firmly in mind, introduce the video to the teen participants.
* Give youth a brief overview of the contents of the video.

STEP 2.

* Turn on the video and play the first scenario. The video is designed to allow group discussions.
* After PART 1, of the first scenario has been seen by the participants, do the following:

1. Put the video on pause as instructed, and engage the participants in a discussion.

2. Allow enough time for each participant to contribute suggestions and ideas.

3. Write on a blackboard or easel, the ideas and suggestions offered by the participants. If time allows, have the group prioritize the list in the order of which idea or suggestion should be done first, second, etc.
   There are questions listed at the end of each lesson summary to help facilitate the group discussion.

4. Encourage participants to talk about their own personal experiences with a stressor and share what worked for them, and what did not work. Allow approximately 15 minutes per scenario for discussions.

5. When the discussion is completed, turn the video back on and play **PART 2** of the scenario; which gives additional solutions for coping with the crisis. When participants have viewed Part 2, go on the next scenario.

NOTE: Remember, questions are to be used for discussion while the video is in the pause mode, prior to the participants viewing solutions or Part 2 of each scenario.

Follow the same steps for each of the six (6) scenarios.

VIDEO PREVIEW

The following are summaries of the six (6) scenarios included in the video. They are being provided to allow the facilitator to become familiar with the content of each scenario prior to the actual presentation.

This section also includes sample questions which are related to each scenario. The questions may be used as is, after Part 1 of each scenario, or the facilitator may chose to compose other questions, more suitable to the specific needs of the group.

SCENARIO #1

"AIDS: Baby You Know I Love Ya."

Objective: To provide teens with stress reduction and coping skills that can be used when experiencing the problem of a potentially fatal disease (HIV positive).

VIDEO DESCRIPTION

This scenario opens with a young couple in a passionate embrace. The girl, Rachel, looks troubled and concerned as she pulls away. The young man, Andy, asks her what's wrong, and she says that she needs some air. When he tries to continue, she tells him that she does not want to, and he looks irritated. He says that he thought that she loved him. She says that she does love him, but that she is not ready for a sexual relationship. He tells her that she has to grow up, and that if she loved him she would show him. Andy pressures her by saying that another girl, that he went out with, had no problem showing her love. When Rachel asks, "Why can't we wait?" Andy says because he doesn't want to.

When Rachel responds by saying that she does not want to get pregnant, Andy says that he has that under control. When she expresses her fear of AIDS, he gets very agitated and defensive, and asks her if she's implying that he as AIDS, or that he is a punk. She tells him to "stop putting words in my mouth." When she says that she doesn't want to do anything stupid, he interrupts with, "Oh, now I'm stupid." She tells him that he is acting like it.

Andy apologizes, but continues to pressure Rachel and to tell her that he doesn't want to wait any longer. He says that a man has his needs and that he can't wait forever. He questions Rachel's trust in him, and assures her that he will take care of everything. But when Rachel asks him how, he has no real plan and says that he doesn't want to talk about it anymore; he just wants her to give him a kiss. He tells her how much he loves her and how smart she makes him feel. He assures her that he is serious and not just feeding her a line. As the picture fades away, we see the couple, once again, in an embrace.

Later, we see Rachel sitting alone, reading a book. Andy approaches and sits down next to her. He is obviously disturbed and upset. When Rachel asks him what's wrong, he tells her that he had a physical at football practice and he found out that he is HIV positive.

END OF PART 1 OF SCENARIO #1

Directions: After the teens have seen the first part of Scenario 1, pause the machine and have a group discussion using the following suggested questions.

DISCUSSION QUESTIONS FOR SCENARIO #1

1. How did Rachel feel about having a sexual relationship with Andy?
2. What were Rachel's reasons for wanting to wait? Were they valid reasons? Why or why not?
3. How did Andy respond to Rachel's concerns? Did he consider them important? Why, or why not?
4. Can you understand Rachel's point of view? Andy's? Why, or why not?
5. How do you think Rachel is feeling now that she knows that Andy is HIV positive?
6. How do you think Andy is feeling?
7. What does AIDS and HIV-positive stand for?
8. What is the difference between AIDS and being HIV positive?
9. What can Andy and Rachel do to help each other?
10. Is there anything that Rachel can do to reduce her anxiety about the situation?
11. If you were in this situation, what would you have done differently?
12. What kind of stress management skills can Rachel use to cope with her situation.

It is suggested that the facilitator lists the ideas given by the participants on the board or flip chart, and have them demonstrate appropriate responses.

VIEWING PART 2 OF SCENARIO #1

Following the discussion period, have participants view **Part 2** of the scenario. **Part 2** gives additional suggestions on how stress management skills can be used to cope with this stressful situation. After viewing **Part 2**, go on to the next scenario.

SCENARIO #2

"ALCOHOLISM: Do As I Say, Not As I Do."

Objective: To demonstrate ways a teen-anger can handle the stress caused by living with an alcoholic parent.

VIDEO DESCRIPTION

Part one of this scenario depicts a teen-aged girl who lives with her alcoholic mother. The scene opens with the teen entering her mother's bedroom to ask for some money for lunch. The mother sleepily tells her, "Turn out the light, baby," to which the teen responds, "That's not the light Mama, that's the sun." The mother appears to still be affected by the alcohol that she had consumed the night before. She asks her daughter to close the shades.

Again daughter, asks for some lunch money. She also asks if it is time for her mother to get up and get ready for work. Her mother tells her that she doesn't feel very well and is not going to work. The daughter gets a disgusted look on her face and responds, "Yeah, right."

The daughter is told by her mother to look in her purse for the money. As she is looking for the purse, she finds an empty liquor bottle. The mother then asks the daughter about her boyfriend, Peter. The daughter, in a exasperated tone, tells her that she and Peter had broken up. She says that she had told her mother about it the night before. Her mother asks if she feels bad about it, and advises her that she can't depend on a man to make her feel better. The daughter tells her that she is not doing that. She then says, "Never mind. I'll just get used to not feeling well." Her mother gives her the money and asks her to close the shades on the way out. As she leaves the room, she looks at the empty liquor bottles. She seems sad and frustrated.

When she goes into the kitchen, she calls Peter. He obviously does not want to talk with her, and she is visibly upset. She opens the cabinet, and takes out a bottle of liquor. Just as she is about to pour a drink, her mother appears in the doorway and yells, "What are you doing?" The daughter says that she's taking care of herself, just like her mother, by drinking. Her mother tries to discourage her by telling her that drinking is not for her. The daughter responds by saying that since it works for her mother, maybe it will work for her. She expresses her frustration when she says that she is tired of having to take care of everything. She says that she feels like she is the mother, and her mother is the child. She has the responsibility of having to wake her mother up and making sure that she gets home alright. Her mother angrily tells her that she takes care of herself, and that she is the mother. She says that the daughter should, "Do as I say, not as I do."

The daughter asks her mother exactly what she is supposed to do. She says that she can't talk to her mother or Peter, and that the teachers, in school, say that she has an attitude. She is feeling frustrated, overburdened and rejected.

END OF PART 1 OF SCENARIO #2

DISCUSSION QUESTIONS FOR SCENARIO #2

1. What was the main cause of stress in this scenario?
2. How do you think the daughter felt about her mother's drinking problem?
3. What other problems did the daughter have that were directly related to her mother's drinking?
4. How do you think the daughter felt when Peter did not want to talk to her?
5. What was the daughter's solution to her problems? Why?
6. How did the mother respond to her daughter's drinking?
7. Do you think the mother really understood how her daughter was feeling? Why, or why not?
8. Should the daughter seek support or help? From whom?
9. What stress management skills could the daughter have used to help her cope with her mother's alcoholism?
10. Is there anything the daughter can do to stop her mother's drinking?
11. What would you have done if you were in her situation?
12. Have you ever faced rejection before? How did you handle it?

NOTE: View Part 2 of Scenario #2, then go on to the next Scenario.

SCENARIO #3

"VIOLENCE: Over The Edge"

Objective: To provide teens with stress reduction and coping skills, that can be used to keep anger from developing into violence.

VIDEO DESCRIPTION

This scenario opens with a young African-American male, Kareem, casually walking down the street. As he approaches Tommy, who is white, Tommy pushes him and says, "Hey, Boy." When Kareem asks if Tommy is talking to him, Tommy responds by saying yes and then calls Kareem a 'Nigger.' Kareem pushes him back, and they exchange words back and forth. Kareem asks, "What's wrong, White boy? You bored with living?" Tommy asks if Kareem is threatening him, and Kareem says he was just wondering. Tommy asks if Kareem is going to do something about it, and says that he knows that 'You people' are supposed to be strong. He advises Kareem not to push his luck.

Kareem is very offended by the 'You people' reference, and angrily asks Tommy what his problem is. Tommy pushes Kareem as he tells him that he is the problem. When Kareem pushes Tommy back and comments, "Man, you're trippin", Tommy says, "That's right. I am a man, boy! Just remember that." He continues walking down the street.

Kareem is extremely upset. He leans against the building for a moment, muttering to himself and looking in Tommy's direction. When he begins to walk again, he suddenly runs directly into Eddie, who is coming around the corner. Eddie asks, "Why don't you watch where you're going?" Kareem says that Eddie bumped into him. Eddie denies that he was at fault. Kareem asks Eddie, "Man, what's your problem? I ain't got no beef with you." Eddie looks angry as he says, "You do now."

END OF PART 1 OF SCENARIO #3.

DISCUSSION QUESTIONS FOR SCENARIO #3

1. How is Kareem feeling?
2. Why do you think Tommy attacked Kareem with racial slurs?
3. Have you ever been in a similar situation? What were the circumstances? How did you react?
4. What happened when Kareem ran into Eddie?
5. Was Kareen's reaction justified? Why, or why not?
6. How did Eddie react when Kareem bumped into him?
7. Was Eddie's reaction justified? Why, or why not?
8. If you were in this situation, what would you have done differently for the first and second incident?
9. What stress management skills could Kareem have used in this situation?
10. Would you agree that all three of the characters in this scenario could benefit from stress management coping techniques? Why, or why not?
11. Do you think fighting would have solved Kareem's problem? Why, or why not?
12. Do you know what the No. 1 killer of African-American males aged 15-35 is?
13. Whose problem is "Black on Black" homicide and what can we do to reduce "Black on Black" homicide in our communities?

NOTE: View part 2 of scenario #3, then go on to the next scenario.

SCENARIO #4

"PEER PRESSURE: She's No Fun!"

Objective: To demonstrate appropriate ways a teen can handle the stress caused by peer pressure.

This scenario involves a teen-aged girl who is faced with choosing between friends and doing something that she really does not want to do.

It begins with the three friends talking. They are excited because they have been invited to attend a party, given by some fellows who are in college. They can't believe their good fortune, since they are only fifteen. But Lisa is not so sure that she wants to be involved. Her friends try to convince her to try on clothing that will make her look older, but she does not want to. They tell her that college guys do not invite fifteen year olds to their apartment, unless they're lucky.

When Lisa asks what they are going to do there, one of them says, "get drunk and have some fun." When Lisa says that she doesn't drink, they remark that she doesn't have any fun either. They tell her that she needs to loosen up and stop being sc up tight. They also tell her that if she fixed herself up right, she'd look great.

Lisa also finds out that her friends have lied to their parents and told them that they are spending the night at Lisa's house. She is concerned that she has to lie to her mother, and her friends respond by saying that she's always worried about what her mom is going to think. They tell her that she has nothing to worry about because they have it all arranged.

When Lisa finds out that her friends plan to stay out all night, she says, "Count me out." She says that she is not going to an all night party with some guys that they don't even know. One of her friends sarcastically says, "We shouldn't have counted her in." They try to convince her that the guys are not strangers, but friends of one of their brothers. They also try to flatter her and tell her that they think one of the guys really is interested in her.

When Lisa still says that she is not going, they tell her that they are counting on her and that she is going to mess things up for them. They say that they shouldn't have included her and that they are doing her a favor. Lisa responds by telling them that she knows that they only included her so that they could tell their parents that they were at her house.

Lisa is then given an ultimatum by her friends. They tell her that if she doesn't go along with them now, she can forget the friendship.

END OF PART 1 OF SCENARIO #4

DISCUSSION QUESTIONS FOR SCENARIO #4

1. What was the cause of Lisa's stress?
2. Describe the character of Lisa and each of her friends.
3. How do Lisa's friends try to make her feel inferior or inadequate?
4. Do you think that Lisa had positive self-esteem? Why, or why not?
5. How do Lisa's friends demonstrate that they are not being honest with her?
6. How do Lisa's friends try to make her feel guilty?
7. Why do you think some people give into peer pressure? Tell about a time that you gave in to peer pressure. Tell about a time you didn't.
8. Why do you think Lisa did not give into peer pressure? Do you think this decision was difficult?
9. Can you identify with Lisa? Her friends? The situation?
10. What stress management skills, could Lisa have used to help her feel better?

NOTE: View Part 2 of Scenario #4, then go on to the next Scenario.

SCENARIO #5

"MATERIALISM: Busted"

Objective: To demonstrate the negative effects and stress caused by selling drugs, to satisfy material desires.

VIDEO DESCRIPTION

When this scenario opens, we see a teen-aged boy, headphones in place, listening to music. He looks pretty pleased with himself, as he pulls a box from under the bed. Just as he opens it, and begins to count the money inside, he is interrupted by the voice of his younger brother Rick, and he must quickly conceal the box. Rick asks, "What is that?" Bobby, his older brother, tells him it is none of his business, and to get out of his room. Rick then spots a gold chain around Bobby's neck, and asks him where he got it. He tells him their mother thinks he's doing things he has no business doing. Once again, Bobby tells Rick to get out.

Instead of leaving, Rick asks when Bobby is going to take him to Six Flags. He says Bobby had promised to take him, if he delivered a package for him. Bobby says he will take him, but he must not mention the package to their mother, because she would not understand. He explains how he is really helping their mother with the finances, by buying his own things. When Rick asks if he can work with him, Bobby tells him that he is too young.

Bobby has to leave the room, and instructs Rick not to touch anything. As soon as he leaves, Rick curiously pulls out the box he had seen. He is shocked and surprised to find a large amount of money, and what appears to be a quantity of drugs. When his brother enters the room, he asks him if he is doing drugs. Bobby tells him he is a businessman, and he just sells them. When Rick expresses concern that Bobby might get sick or go to jail, his brother tells him not to believe everything he hears on T.V. He says only the stupid people go to jail, not him. Rick, who is very disenchanted to find out his big brother is a pusher, tells him he is the one who is stupid, because he's risking his life for clothes and expensive sneakers.

Rick decides he is going to tell their mother, at which point Bobby grabs him and tries to make him promise to keep his mouth shut. He tries to entice him with a trip to Six Flags and the expensive bike he wants. He tries to convince him that their mother actually thinks he has a job, and needs him to help her with the rent.

Rick expresses his disgust for Bobby, and says he thought his big brother was really something, not just a "pusher." Later, we see Rick sitting on the step playing with a can and waiting for his mother. As she approaches, it is obvious to her that something is bothering Rick, and she asks him what is wrong. He tells her nothing is bothering him, he's fine.

END OF PART 1 OF SCENARIO #5.

DISCUSSION QUESTIONS FOR SCENARIO #5

1. How does Rick feel about Bobby selling drugs?

2. How do you know that Rick is really concerned for his brother?

3. How does Bobby try to justify his involvement with drugs?

4. Does Rick think that Bobby's reasons for selling drugs are valid? How do you know?

5. What did Bobby do to try to keep Rick from exposing him?

6. Should Rick tell his mother about Bobby's involvement with drugs? Why, or why not?

7. Why do you think so many teens value materialism? What can be done about it?

8. What are some of the consequences of drug involvement that Bobby should consider?

9. Have you, or someone you know, ever been involved with drugs? What were the circumstances?

10. What stress management skills can this family use in this situation?

NOTE: View Part 2 of Scenario #5, then go on to the next Scenario.

SCENARIO #6

"PARENTAL PRESSURE: No Pass. . . .No Play!"

Objective: To provide teen-agers with stress reduction and coping skills, that can be used when experiencing the problem of family pressure.

VIDEO DESCRIPTION

A mother comes home and finds her son, Paul, asleep on the couch. The T.V. is on and the kitchen has not been cleaned. She is very upset, because she had told him to study after school. When he tells her that he was tired, she begins to yell at him. She cannot understand why he has time to watch T.V. but his homework is not done.

She then asks him about his report card. She says that she called the school and was told that they had been sent out the week before. Paul tells her that he needs to talk with his teacher, because his report card is wrong. He is reminded, by his mother, that he had promised to keep his grades up if she allowed him to play basketball.

Paul insists that he does study, but that he can't do it all at once. He says he needs time to "chill out." His mother runs out of patience and tells him that he will have plenty of time to chill out, because he is off of the team. Paul argues that she can't do that, because the team is playing in the state championships, and they are counting on him. He is very angry and frustrated, and tells his mother that it is not fair for her to ground him.

Paul's mother tells him that he is going to begin to learn some responsibility immediately. He will come home from school, and there will be no T.V. or phone calls. When Paul pleads that he can do better and bring his grades up, his mother agrees. She tells him that when the next grading period comes up, she expects to see passing grades. She then tells him to clean up the kitchen, in a very loud angry voice. It is obvious that she is very frustrated.

END OF PART 1 OF SCENARIO #6.

DISCUSSION QUESTIONS

1. What are the key issues in this scenario?
2. How is the mother feeling? How did she handle her stress?
3. How is Paul feeling? How did he handle his stress?
4. How does one learn responsibility?
5. What are Paul's values? The mother's values? Whose values are more important?
6. Could the intensity of the situation have been avoided?
7. What can the mother do to help resolve the conflict? What can the son do?
8. Have you ever been in a similar situation? What did you do differently?
9. Do you think Paul and his mother have a good relationship? What can they do to strengthen their relationship?
10. What stress management skills could Paul and his mother have used to cope with their situation?

NOTE: Following the discussion period, play Part 2 of Scenario #6. Allow the video to play out to the end.

FACILITATOR INSTRUCTIONS:

Stress Control Workbook

The Teen and Stress video is a good introduction for teens to understand stress and its impact on one physically, emotionally, mentally and spiritually. To future help teens understand what is stress and how to cope with it, please use the Stress Control Workbook for youth in Section II. It is recommended that the Stress Control Workbook be used first with teens before viewing the video. If your situation does not allow for this to happen prior to the viewing, please use it immediately afterwards to help teens understand more fully what is stress and the variety of coping skills used to reduce stress.

Conclusion: It is important to emphasize that the way one handles a stressful situation can mean the difference between the situation getting out of hand; or creating an environment conducive to solving it effectively.

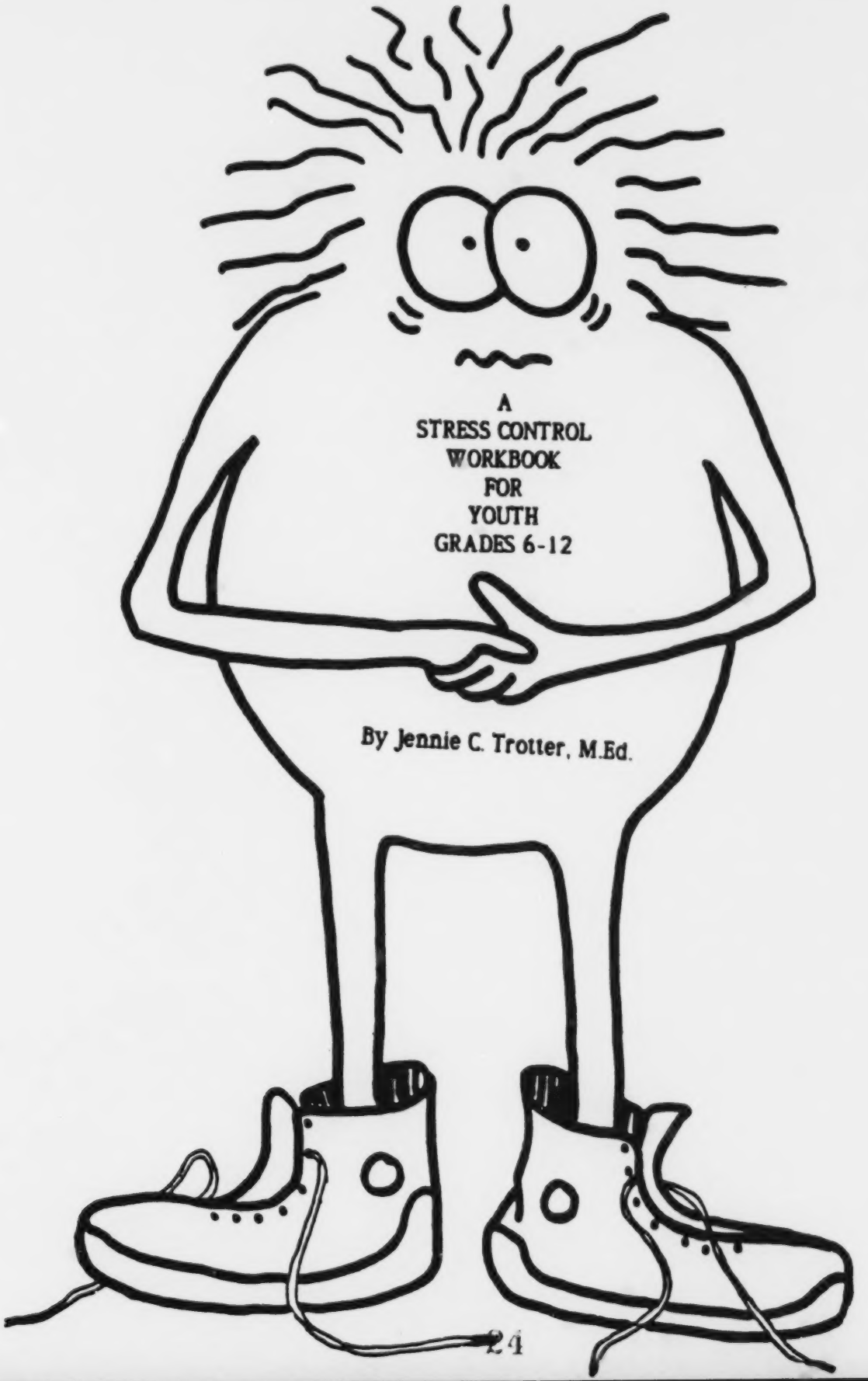
You may want to explain to the group that it is much easier to participate in a session like this, and express how one would handle a make-believe situation; than it would be to put stress management skills into practice during an actual stressful event. The key to being prepared is to practice stress management techniques daily until they become a habit. This will help the teens recognize when they are experiencing a stress overload. If practiced often, the teen will automatically begin to use stress management skills to calm down, in order to handle the situation more effectively.

Follow-Up Meeting: The facilitator should follow-up these sessions with periodic meetings to 1) encourage daily use of stress management skills by teens and 2) to allow teens to discuss how their application of the skills to their stressful situation are working.

Support group: If teens indicate an ongoing need to discuss stressful situations and practical application techniques develop a support group for teens to talk and support each other through difficult times.

Resources: Contact your local Mental Health Association for speakers and other free literature on stress management.

SECTION II: TEEN STRESS WORKBOOK


A
STRESS CONTROL
WORKBOOK
FOR
YOUTH
GRADES 6-12
By Jennie C. Trotter, M.Ed.

Special Dedication

My work with stress and children started back in 1981 when I was hired to be part of a special mental health team to address problems that were caused by the tragedy of the Atlanta Missing and Murdered Children/Youth Crisis. What I discovered was the lack of resources and materials available for children and youth on the topic of stress. Since that time, the majority of my career has been dedicated to providing information, educational resources, workshops, and training for children, youth and adults in the area of stress. My works include 1) helping young people understand how stress affects the body, and 2) the various positive ways for coping with stress in their daily lives.

This booklet is dedicated to all the beautiful young people in the world who are sometimes faced with stress, with hopes to make them aware of what they can do to become more beautiful, healthier and stronger young people.

With Love and Concern,
Jennie C. Trotter
Jennie C. Trotter

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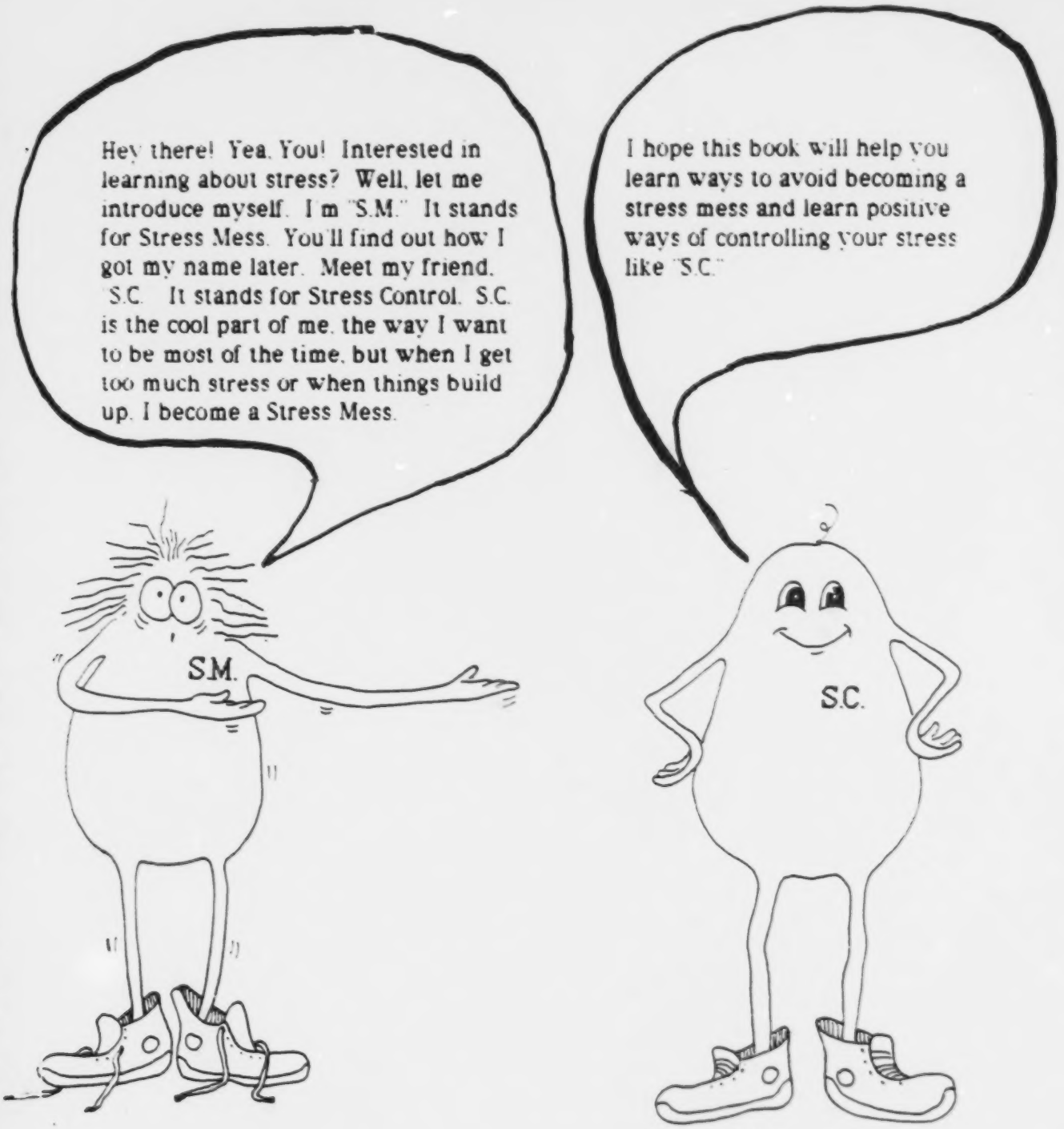
Hey there! Yea. You! Interested in learning about stress? Well, let me introduce myself. I m "S.M." It stands for Stress Mess. You'll find out how I got my name later. Meet my friend. "S.C." It stands for Stress Control. S.C. is the cool part of me, the way I want to be most of the time, but when I get too much stress or when things build up, I become a Stress Mess.
I hope this book will help you learn ways to avoid becoming a stress mess and learn positive ways of controlling your stress like "S.C."
S.M.
S.C.

INTRODUCTION

This booklet is divided into a number of lessons on stress. Each lesson has various activities, role plays, exercises, checklists, etc. for you to do. This will help you understand about stress. The main objectives of this booklet are listed below. They are:

1. To help you understand what stress is.
2. To help you understand how stress affects your body, mind, feelings and behavior.
3. To help you understand how too much stress can be harmful.
4. To help you understand the causes of stress.
5. To help you identify some stressful situations in your life.
6. To show you a variety of ways to handle stressful situations.
7. To increase your skills for changing stressful situations.
8. To encourage you to make a commitment to reduce stress in your life.

Hopefully, you will find that the more you learn about how stress affects you, the better you will be prepared to deal with it. For the record, let me give you a quick definition of stress. Stress is anything that causes changes in you. Sometimes these changes may be good or bad. These changes might come from situations that might make you feel sad, mad, scared or happy. Well, that s enough for right now. You'll learn more later . . . a lot more about stress.

How to Use This Book

This is your private booklet. You may decide to share your answers with your friends or the group, if you are doing it with a group. But the decision to share or not to share is your choice. One wise word: it is important to share because most people learn through sharing with others. Have you ever shared something with a friend and found out that they were experiencing the same thing, to your surprise? Again, it s your choice. You may decide to share some things that are not private and not share those things that are too private. If sharing with a group is hard for you, find someone close to you to share with.

There are many ways you or your group can choose to use this booklet. They are:

1. Spending one hour a day on a lesson for a period of five to seven group sessions.
2. Choose an exercise or two each week to work on.
3. Pick out certain lessons that you and/or the group want to work on.
4. Cover the entire booklet in a weekend workshop.
5. Work on it individually at your own pace.

Any way you or your group decide will be fine, just as long as you use it and learn about how you can handle stress. Okay? Thanks. Now, let s begin.

TABLE OF CONTENTS

INTRODUCTION....1
Plain Talk About Stress....4
Lesson One: What is Stress?....6
Lesson Two: Good and Bad Stress....10
Lesson Three: Signs of Stress....17
Lesson Four: Identification and Causes of Stress....21
Lesson Five: Ways to Control Stress....27
Lesson Six: Breathing and Relaxation Exercises for Stress....29
Lesson Seven: Visualization and Guided Imagery....34
Lesson Eight: Feelings and Anger Control....38
Lesson Nine: Positive Communications....42
Lesson Ten: Problem Solving....44
Lesson Eleven: Conflict Resolution....46
Lesson Twelve: Physical Exercises....48
Lesson Thirteen: Nutrition and Stress....52
Lesson Fourteen: Goal Setting and Time Management....56
Lesson Fifteen: Self Talk and Affirmation....59
Lesson Sixteen: Thoughts and Stress....61
Lesson Seventeen: Self Concept and Stress....64
Lesson Eighteen: Support Person....66
Lesson Nineteen: Biofeedback....68
Lesson Twenty: Contract, Stress Quiz and Evaluation....69
Suggested Reading Resources....74

Handout 1-1

STRESS QUIZ

Activity: Test yourself before you begin this workbook on how much you know about stress After you have completed this workbook test yourself again and put the answers on the second part (A). Then compare your answers and see how much you have learned. The answers are located on page 71, at the bottom.
Directions: Write true or false in the space for each question.

Before (B)		After (A)
_____	1. Stress is something that happens more to older people.	_____
_____	2. The only people who don't have stress are babies and young children.	_____
_____	3. Your personality can cause you stress.	_____
_____	4. Most people who have heart attacks suffer very little from stress.	_____
_____	5. Not having enough stress in your life can cause your problems.	_____
_____	6. Stress can be good for you.	_____
_____	7. Stress has very little to do with your diet.	_____
_____	8. You would be better off if you had no stress in your life.	_____
_____	9. You can't avoid stress.	_____
_____	10. Too much stress can make you sick.	_____
_____	11. You can experience stress while you sleep.	_____
_____	12. Your thoughts can cause you stress.	_____
_____	13. Laughing is a good way to reduce stress.	_____
_____	14. When there is not enough blood in the brain you can get a headache.	_____
_____	15. Handling your problem in a violent way is called assertion.	_____
_____	16. How you feel about yourself will make a difference in how you handle stress.	_____
_____	17. A support person is someone who can help you handle stress.	_____
_____	18. Doing physical exercises won't reduce stress.	_____
_____	19. Taking a shallow breath can help reduce stress.	_____
_____	20. Non-sensible thoughts can reduce stress.	_____

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plain talk about...

handling stress

You *need* stress in your life! Does that surprise you? Perhaps so, but it is quite true. Without stress, life would be dull and unexciting. Stress adds flavor, challenge, and opportunity to life. Too much stress, however, can seriously affect your physical and mental well-being. A major challenge in this stress-filled world of today is to make the stress in your life work *for* you instead of against you.

Stress is with us all the time. It comes from mental or emotional activity and physical activity. It is unique and personal to each of us. So personal, in fact, that what may be relaxing to one person may be stressful to another. For example, if you're a busy executive who likes to keep busy all the time, "taking it easy" at the beach on a beautiful day may feel extremely frustrating, nonproductive, and upsetting. You may be emotionally distressed from "doing nothing." Too much emotional stress can cause physical illness such as high blood pressure, ulcers, or even heart disease; physical stress from work or exercise is not likely to cause such ailments. The truth is that physical exercise can help you to relax and to handle your mental or emotional stress.

Hans Selye, M.D., a recognized expert in the field, has defined stress as a "non-specific response of the body to a demand." The important issue is learning how our bodies respond to these demands. When stress becomes prolonged or particularly frustrating, it can become harmful—causing *distress* or "bad stress." Recognizing the early signs of distress and then doing something about them can make an important difference in the quality of your life, and may actually influence your survival.

REACTING TO STRESS

To use stress in a positive way and prevent it from becoming distress, you should become aware of your own reactions to stressful events. The body responds to stress by going through three stages: (1) alarm, (2) resistance, and (3) exhaustion.

Let's take the example of a typical commuter in rush-hour traffic. If a car suddenly pulls out in front of him, his initial alarm reaction may include fear of an accident, anger at the driver who committed the action, and general frustration. His body may respond in the alarm stage by releasing hormones into the bloodstream which cause his face to flush, perspiration to form, his stomach to have a sinking feeling, and his arms and legs to tighten. The next stage is resistance, in which the body repairs damage caused by the stress. If the stress of driving continues with repeated close calls or traffic jams, however, his body will not have time to make repairs. He may become so conditioned to expect potential problems when he drives that he tightens up at the beginning of each commuting day. Eventually, he may even develop one of the diseases of stress, such as migraine headaches, high blood pressure, backaches, or insomnia. While it is impossible to live completely free of stress and distress, it is possible to prevent some distress as well as to minimize its impact when it can't be avoided.

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HELPING YOURSELF

When stress does occur, it is important to recognize and deal with it. Here are some suggestions for ways to handle stress. As you begin to understand more about how stress affects you as an individual, you will come up with your own ideas of helping to ease the tensions.

- ***Try physical activity.*** When you are nervous, angry, or upset, release the pressures through exercise or physical activity. Running, walking, playing tennis, or working in your garden are just some of the activities you might try. Physical exercise will relieve that "up tight" feeling, relax you, and turn the frowns into smiles. Remember, your body and your mind work together.
- ***Share your stress.*** It helps to talk to someone about your concerns and worries. Perhaps a friend, family member, teacher, or counselor can help you see your problem in a different light. If you feel your problem is serious, you might seek professional help from a psychologist, psychiatrist, or social worker. Knowing when to ask for help may avoid more serious problems later.
- ***Know your limits.*** If a problem is beyond your control and cannot be changed at the moment, don't fight the situation. Learn to accept what is—for now—until such time when you can change it.
- ***Take care of yourself.*** You are special. Get enough rest and eat well. If you are irritable and tense from lack of sleep or if you are not eating correctly, you will have less ability to deal with stressful situations. If stress repeatedly keeps you from sleeping, you should ask your doctor for help.
- ***Make time for fun.*** Schedule time for both work and recreation. Play can be just as important to your well-being as work; you need a break from your daily routine to just relax and have fun.
- ***Be a participant.*** One way to keep from getting bored, sad, and lonely is to go where it's all happening. Sitting alone can make you feel frustrated. Instead of feeling sorry for yourself, get involved and become a participant. Offer your services in neighborhood or volunteer organizations. Help yourself by helping other people. Get involved in the world and the people around you, and you'll find they will be attracted to you. You're on your way to making new friends and enjoying new activities.
- ***Check off your tasks.*** Trying to take care of everything at once can seem overwhelming, and, as a result, you may not accomplish anything. Instead, make a list of what tasks you have to do, then do one at a time, checking them off as they're completed. Give priority to the most important ones and do those first.
- ***Must you always be right?*** Do other people upset you—particularly when they don't do things your way? Try cooperation instead of confrontation; it's better than fighting and always being "right." A little give and take on both sides will reduce the strain and make you both feel more comfortable.
- ***It's o.k. to cry.*** A good cry can be a healthy way to bring relief to your anxiety, and it might even prevent a headache or other physical consequence. Take some deep breaths; they also release tension.
- ***Create a quiet scene.*** You can't always run away, but you can "dream the impossible dream." A quiet country scene painted mentally, or on canvas, can take you out of the turmoil of a stressful situation. Change the scene by reading a good book or playing beautiful music to create a sense of peace and tranquility.
- ***Avoid self-medication.*** Although you can use drugs to relieve stress temporarily, drugs do not remove the conditions that caused the stress in the first place. Drugs, in fact, may be habit-forming and create more stress than they take away. They should be taken only on the advice of your doctor.

THE ART OF RELAXATION

The best strategy for avoiding stress is to learn how to relax. Unfortunately, many people try to relax at the same pace that they lead the rest of their lives. For a while, tune out your worries about time, productivity, and "doing right." You will find satisfaction in just *being*, without striving. Find activities that give you pleasure and that are good for your mental and physical well-being. Forget about always winning. Focus on relaxation, enjoyment, and health. *Be good to yourself.*

Written by Louis E. Kopolow, M.D.

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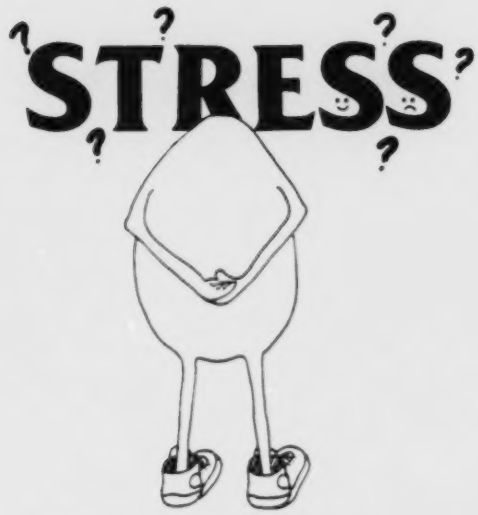
LESSON #1

WHAT IS STRESS?

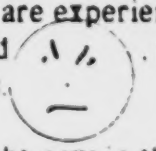


Stress is anything that causes a change or reaction in your body. Stress can be caused by demands, expectations, feelings, people, events, challenges, or first time situations. Some things that cause stress are:

1. attending a new school.
2. having to complete a report by a specific time.
3. attending a party or dance.
4. being on a sports team in competition with others.
5. taking a test.
6. speaking in front of a class.

Name one thing that has caused you stress.
One thing that caused me stress is _____

_____

One way you can know when you are experiencing stress is by your feelings. Anything that makes you feel mad  , scared , sad , or glad can cause you stress.

Draw a picture of how you feel right now in the space below.

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FEELINGS THAT CAUSE STRESS

Exercise Directions: To help you identify some things that cause you stress complete this exercise. Stressful situations usually make you feel different ways. From the list below, pick out seven feelings and write about a time when you felt this way.

For example: I felt terrible when I found out I didn t make the team.

frustrated	angry	worried	brave	embarrassed
lonely	scared	happy	upset	sad
surprised	excited	nervous	terrible	proud

1. I felt _____ when _____

_____

2. I felt _____ when _____

_____

3. I felt _____ when _____

_____

4. I felt _____ when _____

_____

5. I felt _____ when _____

_____

6. I felt _____ when _____

_____

7. I felt _____ when _____

_____

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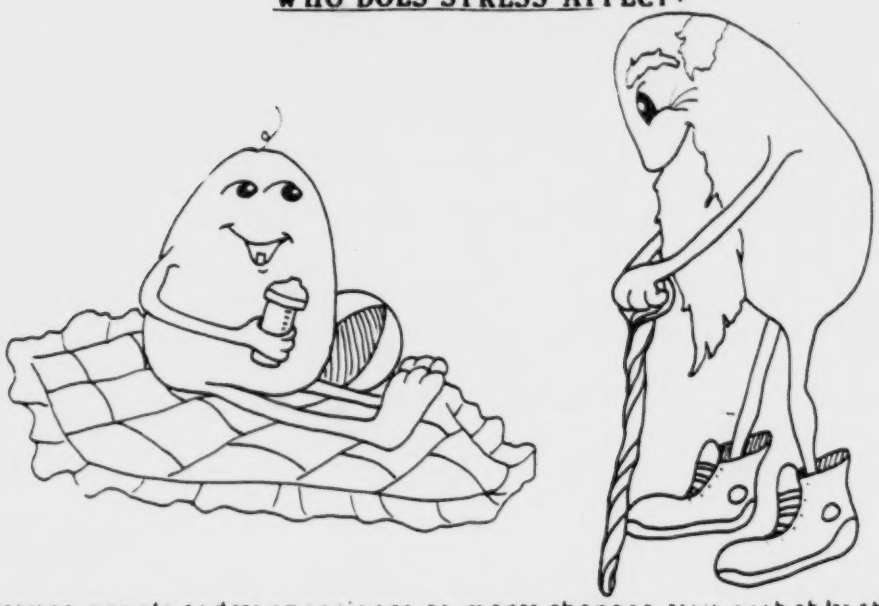
WHO DOES STRESS AFFECT?



Since young people today experience so many changes, you probably think that you are the only one who has stress, but that s not true. Everyone experiences changes in feelings, moods, situations, etc. -- from the very young to the very old. For example, when a baby cries for its bottle, the baby is experiencing a change in its body. This can be called stress. When a senior citizen retires from a job, s/he are experiencing a change in his/her lifestyle. This can be called stress. Anything that causes stress is called a stressor, for example if a baby loses a toy or if a senior citizen loses a loved one.

CHANGES:

1. Name another change or stressor that babies experience. _____

   _____

2. Name a stressor change that your parents experience. _____

   _____

3. Name a change or stressor that senior citizens experience. _____

   _____

4. Name a change in your life. _____

   _____

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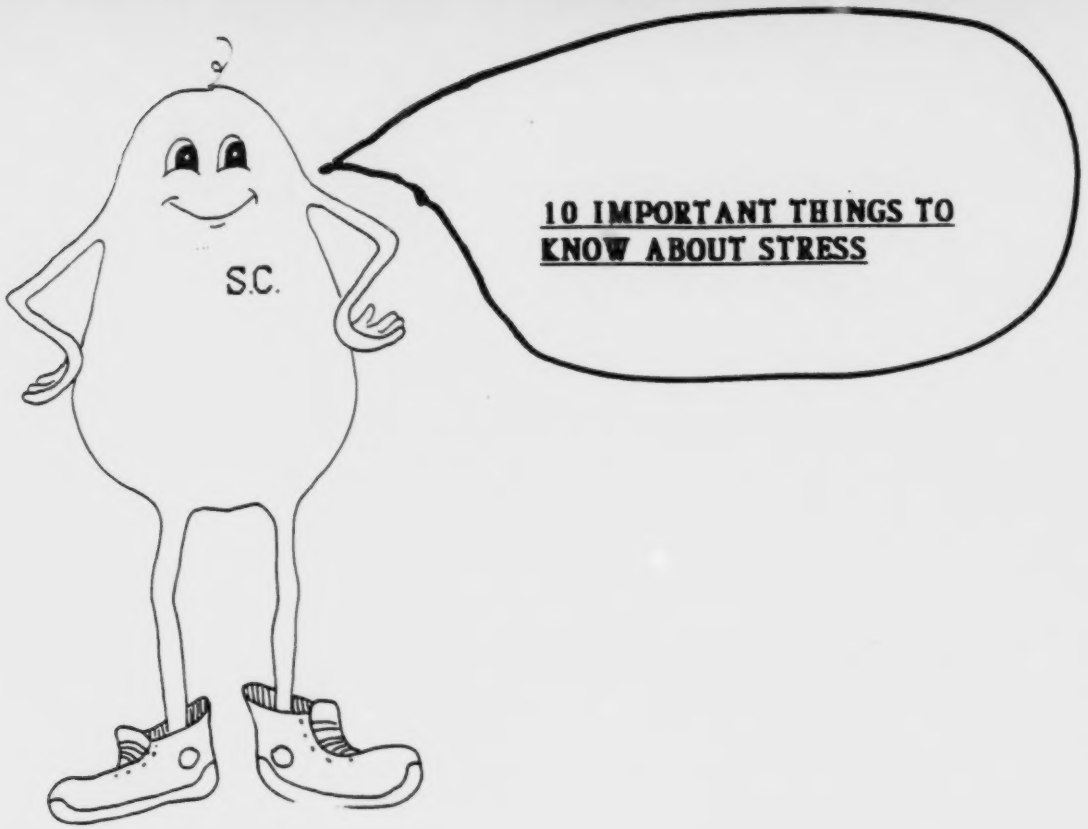

1. Everyone has stress or changes in their lives (little babies, children, teen-agers, and adults).
2. Stress is part of life.
3. Stress can be good and bad.
4. Stress can change the way we feel, think, or behave.
5. There is no escape from stress. Your body is constantly experiencing changes.
6. You can experience stress in your sleep; for example, a nightmare or dreams.
7. Too much stress isn't good for you.
8. Too little stress may cause you to feel bored or unchallenged.
9. Finding out the right level of stress can help you stay healthy.
10. A lot of stress starts in one's mind.

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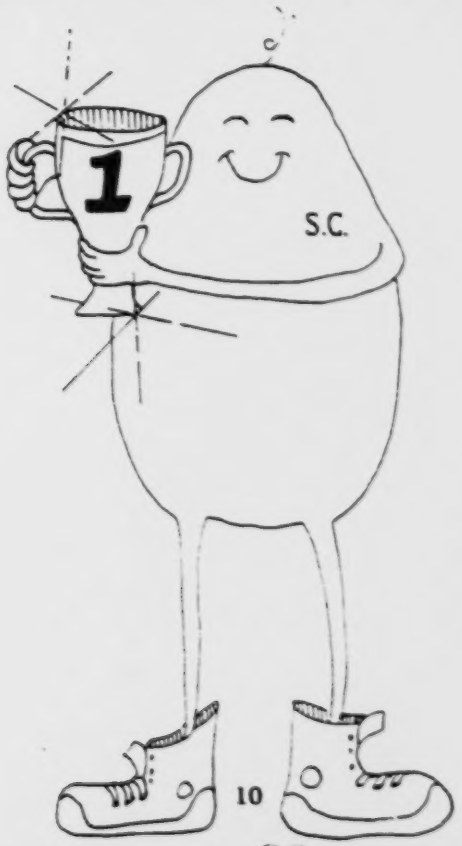
LESSON #2

IS STRESS GOOD OR BAD?

When most people hear the word stress they automatically cringe and think of bad feelings related to stress like nervousness, headache, tension, etc. Well, that is what most people think that stress is -- all bad -- but the truth of the matter is that all stress is not bad. Did you know that stress can be good, too? Well, it can!

GOOD STRESS

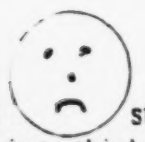
Stress resulting from good situations can be called "good stress." Receiving an award, going on a trip, and getting ready for your first date are all examples of good stress. Even though these situations are happy and pleasant, your body still experiences "changes."



BAD STRESS

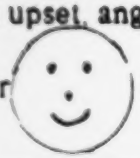
On the other hand, stress resulting from a bad situation can be called "bad stresses," for example, attending a funeral, failing a test, losing your money. These stressors produce a certain amount of stress in our bodies, too.

ACTIVITY:

Name some good and bad  stressors for you.

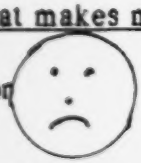
One way to think of good stressors is to think of things that make you excited, surprised, happy, etc.

On the other hand, one way to think of bad stressors is to think of things that make you upset, angry, sad, etc.

A good stressor  for me is _____

_____ or

Something that makes me excited, surprised or happy is_____.

A bad stressor  for me is _____

_____ or

Something that makes me upset, angry or sad is_____

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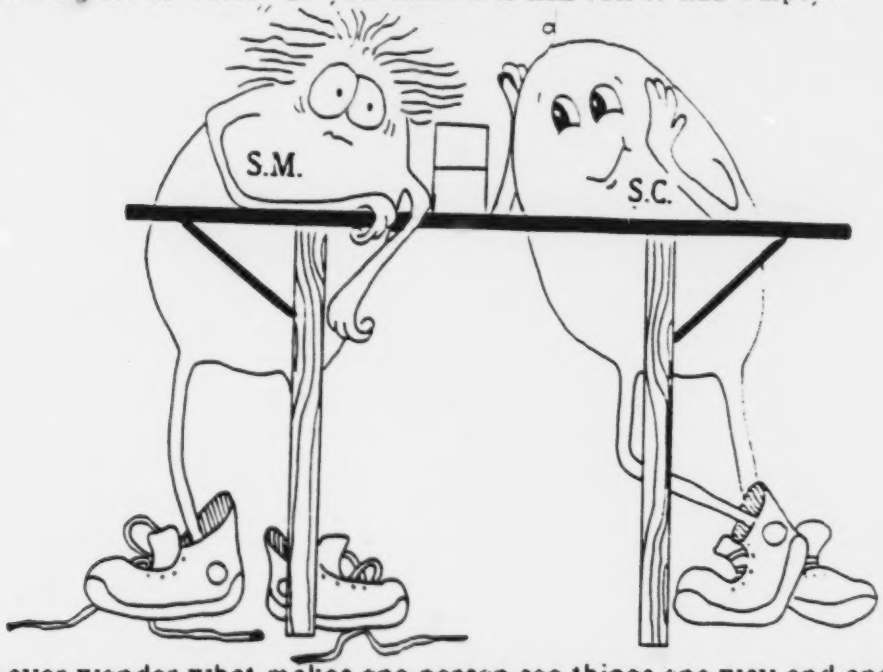
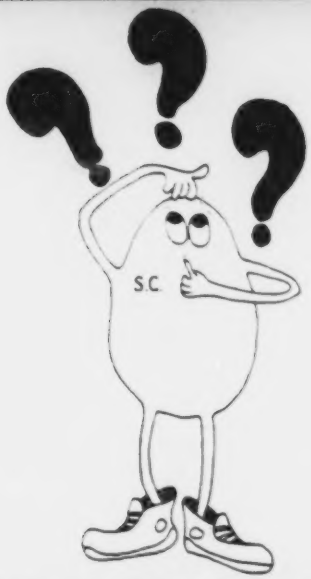
PERCEPTIONS

Look at this glass of water. Do you think it is half full or half empty?

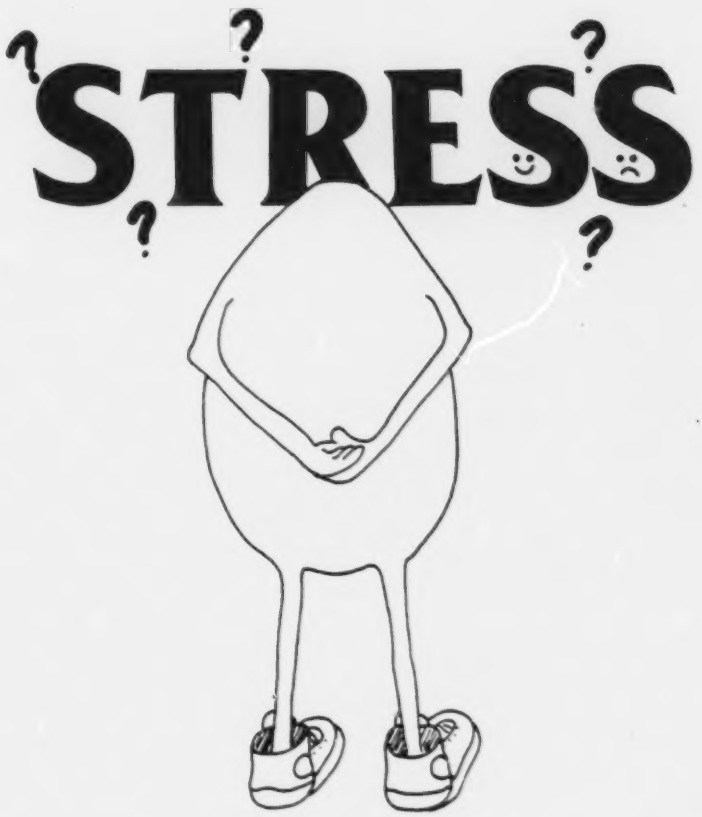


Do you ever wonder what makes one person see things one way and another person see things a different way? Or why something that might be good for one person might not be good for another? For example, dancing at parties is what S.C. really likes to do, but it frightens S.M. very much to dance at parties. Everyone has different likes and dislikes that express his/her individuality. S.C. likes dancing at parties so this is a good stressor for him, whereas S.M. feels nervous about dancing at parties so this is a bad stressor for him.



WHAT MAKES STRESS GOOD OR BAD?

Well, based on your feelings, beliefs, thoughts and experiences, you determine what may be good stress or bad stress for you. What may be stressful for you may not be stressful for someone else, and the opposite is true, too. What may not be stressful for you may be very stressful for someone else.



MAKING STRESS GOOD OR BAD #2-3

ACTIVITY:
From the list below, pick out a good and a bad stressor for you. Explain why you think these are good or bad stressors for you. Then explain when you think this stressor might be good or bad for someone else.

For example:

1. Stressor bad or good?
   Derek feels that taking a test is a bad stressor, but understands that this could be a good stressor for someone who is real smart and likes to take tests.
2. Stressor good or bad?
   Latuan enjoys camping very much and considers this as a good stessor, but understands that this could be a bad stressor for someone who dislikes camping outdoors.

STRESSOR TEST

Use the list below to choose your stressor, or make up your own stressors.

Having a new family member	Going to the movies
Getting a job	Giving a speech
Going on a date	Moving to a new house
Spending the night out	Going on a long trip

1. _____ is a good stressor for me because _____

   _____

   This could be a bad stressor for someone because _____

   _____

2. _____ is a bad stressor for me because _____

   _____

   This could be a good stressor for someone because _____

   _____

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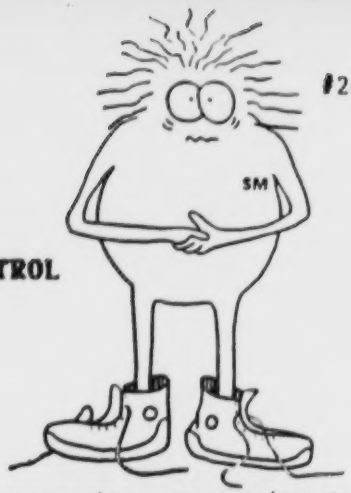
DO YOU HAVE A

STRESS MESS OR STRESS CONTROL

PERSONALITY?



Directions: Your personality traits can determine whether you experience more or less stress. To find which personality traits you have (TYPE A - more stress, or TYPE B - less stress), complete the following exercise. Please indicate true (T) or false (F).

TYPE A PERSONALITY (More stressful)

1. Speak fast ____
2. Walk and eat fast ____
3. Hate waiting in line ____
4. When doing one thing you think of other things that need to be done ____
5. Do things in a constant rush ____
6. Unable to find time to cool out and relax ____
7. When you relax you feel guilty ____
8. Always busy ____
9. Feel pressured a lot ____
10. Have many deadlines or due dates to keep ____
11. Feel the need to compete ____
12. Use many gestures when you talk (clenched fist, nod head constantly, tighten mouth) ____
13. Feel that you have to get things done right away ____
14. Always comparing yourself ____
15. Believe that it s okay to have many of these personality traits ____

TYPE B PERSONALITY (Less stressful)

1. Feel that you have enough time to complete assignment ____
2. Have a good sense of humor ____
3. You enjoy games that are not competitive ____
4. You make time to cool out and relax ____
5. You enjoy your life ____
6. You have habits and hobbies that are relaxing ____
7. Take time to enjoy life's beauty ____
8. Get things done at a comfortable pace ____
9. Do not feel constantly rushed ____
10. Feel satisfied with yourself ____

Total True Responses for Type A _____ Total True Responses for Type B _____

Complete the following.

List things you can do to lower your Type A personality traits

1 _____ 2 _____

List things you can do to increase your Type B personality traits

1 _____ 2 _____

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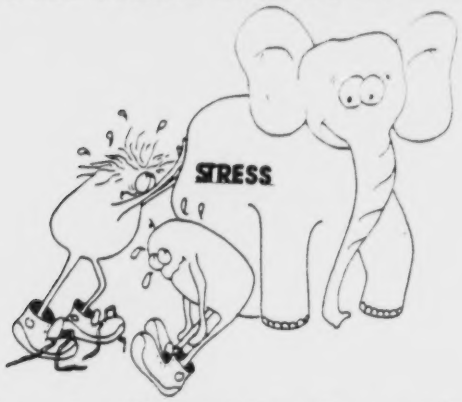
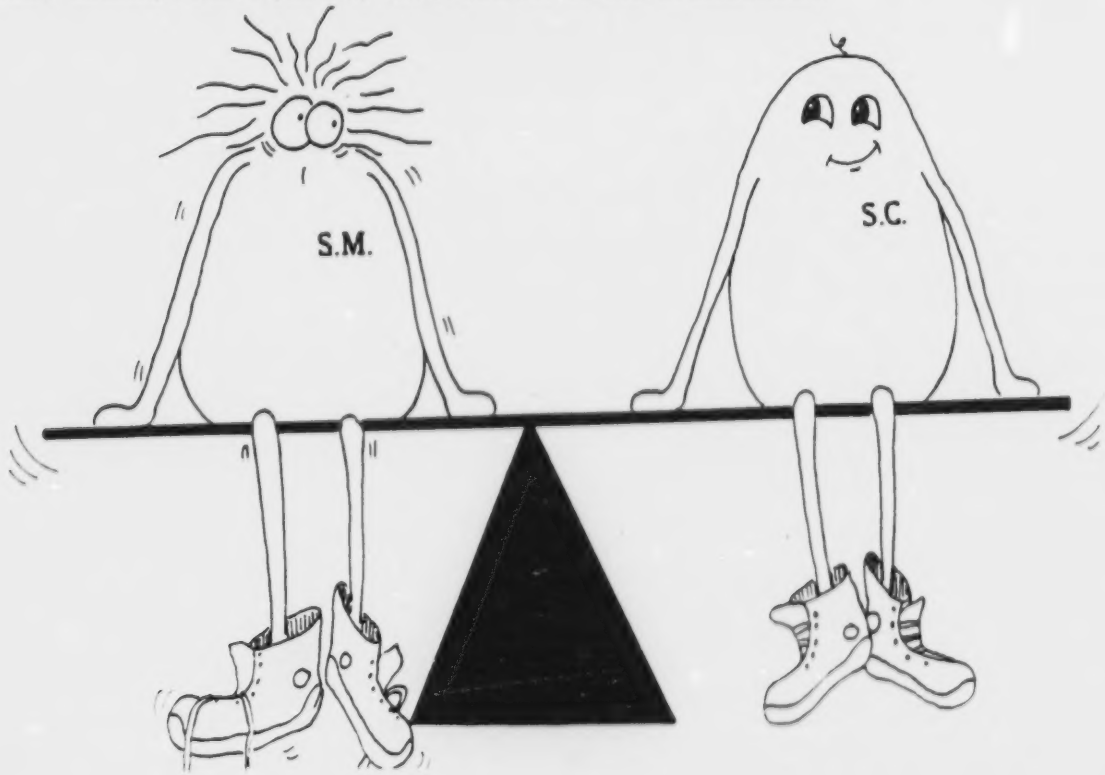
WILL STRESS EVER GO AWAY?



No -- stress is here to stay. It will be with us the rest of our lives. Some people even experience stress while they are sleeping, for example, nightmares or dreams. Believe it or not, everyone needs a certain amount of stress in their lives. While it is true that too much of anything is not good, the opposite is true, too. Too much stress or too many changes in our lives can be harmful, while too little stress or too few changes in our lives can produce feelings of boredom and fatigue. Stress can add the growth and excitement to our lives through opportunities, challenges and new experiences. One of the secrets of controlling stress is knowing the right combination you need in your life in order to keep it balanced -- not too much and not too little. Your body will let you know when you are having too much stress, usually through headaches, fatigue and sickness.

Balance your life out with good exercise, rest, hobbies, and a good diet to keep your body healthy and physically prepared for stressful situations.



LESSON #3

SIGNS OF STRESS

Did you know that every time you experience stress your body sends out signs to let you know? Some of these signs are so automatic you may not even be aware of them.

THE FIGHT/FLIGHT RESPONSE

When you are being chased by a dog, your body begins preparation in defense of meeting this stressor and sends our warning signs for your body to get ready for "fight" or "flight." The fight or flight response is inborn and present in all living animals. During the fight or flight response stage you will notice the following body signs:

1. tightened muscles
2. fast heart beat
3. deep breathing
4. dilated pupils

This is your body's way of preparing you to fight the dog or run (flight) from the dog. Your body will experience a burst of energy to help you meet this challenge. The stress response dates back to the cave days of early man, where a stress response was vital for survival.

STRESS CHART

Look at the Stress Chart on the next page (Activity #3-1). Did you know that stress can affect your body, mind, feelings and actions? Again, it is important to remember that our thoughts and beliefs will determine if the stressor is good or bad. Once we determine whether or not the stressor is good or bad, then we can decide how to handle the stressor. Bad and good stressors can become less stressful for you by using positive coping skills such as talking it over, exercise, relaxation, positive thinking, etc.

But if we choose not to deal with the stressor in a positive way, this can produce more stress for you. If this pattern is continued and happens again, you may be setting yourself up for a stress overload. This happens when we have too much stress in our lives. Stress overload may also be called distress. Too many changes or first time experiences within a short time can produce distress. Distress can cause you to have a mental and physical breakdown. Distress is dangerous. Your body needs time to rest in between stressors.

STRESS CHART

STRESSORS - things that produce stress

PHYSICAL (BODY) | MENTAL (MIND) | EMOTIONAL (FEELINGS) | BEHAVIORAL (ACTIONS)

Improper Rest | Bad Thoughts | Hate & Fear | Hurry & Tension

STRESS

OUR THOUGHTS AND FEELINGS ABOUT THE STRESS DETERMINE IF STRESS IS

BAD STRESS | GOOD STRESS

WAYS OF HANDLING STRESS CAN

INCREASE | DECREASE

STRESS

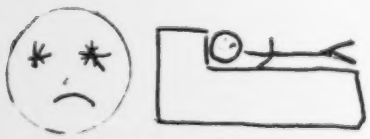
Negative Coping Skills
Keep things inside
Unable to talk
Withdrawal
Fighting
Drugs, alcohol

Positive Coping Skills
Talking it over
Relaxation
Exercise
Problem solving

BAD STRESS CONTROL (-)
too much
too long

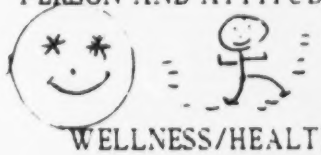
GOOD STRESS CONTROL (+)

DISTRESS



ILLNESS/SICKNESS
HOSPITALIZATION
MENTAL PROBLEMS
ALCOHOL AND DRUG ABUSE
DEATH

HEALTH AND POSITIVE PERSON AND ATTITUDE



WELLNESS/HEALTH

MY SIGNS OF STRESS

Directions: Put a check mark (✓) by the signs of stress that have happened to you.

nightmare

unable to sleep

fast breathing

grind teeth

irritability

dizziness

unable to eat

sweating

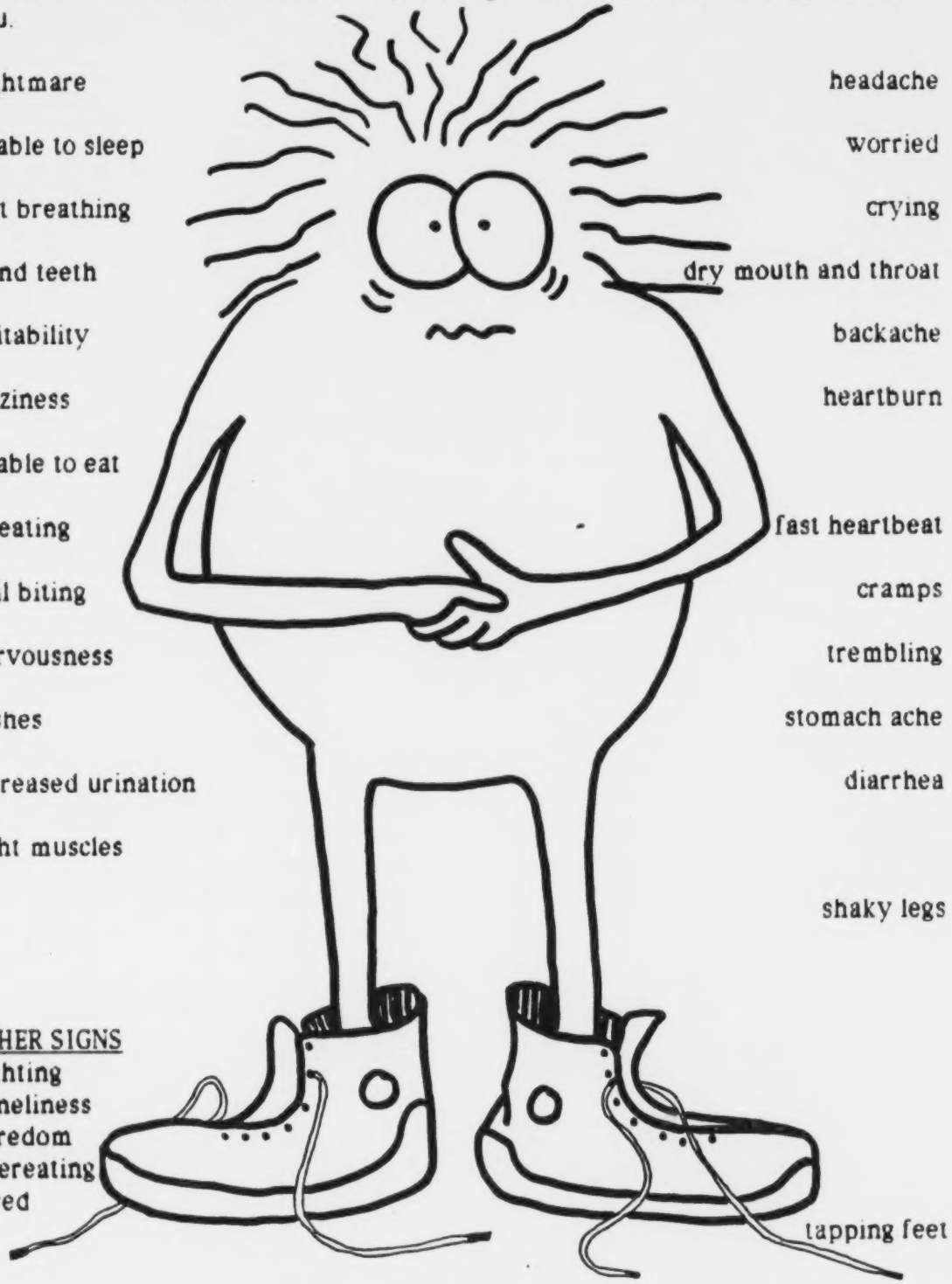
nail biting

nervousness

rashes

increased urination

tight muscles



headache

worried

crying

dry mouth and throat

backache

heartburn

fast heartbeat

cramps

trembling

stomach ache

diarrhea

shaky legs

tapping feet

OTHER SIGNS
Fighting
Loneliness
Boredom
Overeating
Tired

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HOW STRESS BECOMES DISTRESS

Saun-Toy was voted Student of the Year at her school, which meant that she would represent her school at a national conference in three months. She was very excited about this and found it hard to concentrate in her classes. Some of her friends offered to take her out that evening to celebrate. She declined, saying she had too much work to do. She came home and went straight to her room and started working on her speech. She got angry with herself because she couldn't think of what to write. She put her head down and began crying.

What really happened to Saun-Toy? Saun-Toy started out with a good stressor. Instead of enjoying her nomination, Saun-Toy chose to begin to worry over it. Because of her over-anxiety to do well at the conference, she refused to enjoy the pleasure of this stress. She had plenty of time to prepare her speech, but instead she chose to begin to place unreasonable demands on herself. It was hard for her to concentrate because of her high anxiety. In would have been better for her to go out with her friends and relax and enjoy the occasion. This would have given her body and mind a rest period before dealing with another big stressor. But, instead, she continued to add new stressors on top of another stress without any break or relief. Breaking down and crying was her body's sign for distress.

Answer these questions:

What was Saun-Toy's first stressor? _____

_____

Was this a good stressor or a bad stressor? _____

Name some stress signs that Saun-Toy had. _____

_____

Did Saun-Toy deal with this stress is a positive or negative way? _____

What would have been a better way for Saun-Toy to deal with this stressor?

_____

_____

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LESSON #4

STRESS CHECKLIST

What's causing you stress?

Directions: Below is a listing of common stressors for youth. Read through the list and check the ones that have happened to you.

_____ Arguments with family members	_____ Final year in school
_____ Becoming a parent	_____ Financial difficulties
_____ Beginning or ending a job	_____ First year of high school
_____ Being arrested	_____ Getting a driver's license
_____ Change in church activities	_____ Getting a job
_____ Change in dating habits	_____ Involvement in drugs/alcohol
_____ Change in schools	_____ Juvenile court
_____ Holiday season	_____ Marriage
_____ Death of a close friend	_____ Minor illness or injury
_____ Difficulties with girl/boyfriend	_____ New brother or sister
_____ Failure in a course	_____ Peer pressure
_____ Pregnancy	_____ Problems with school
_____ Severe personal illness or injury	_____ Suspension from school
_____ Test	_____ Vacation

Others (Add others not mentioned)

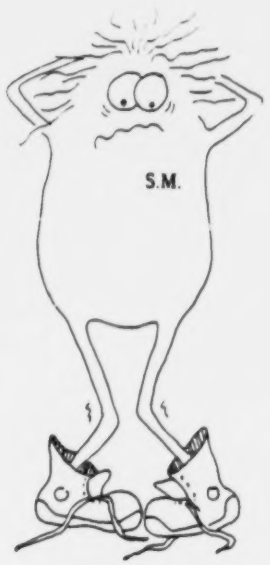
_____ _____	_____ _____
_____ _____	_____ _____
_____ _____	_____ _____

TOO MANY CHANGES???

Too many changes can produce distress or stress overload, especially if those changes happen within a short period of time.

Directions: Read through the following life changes/stressors and check the ones that have happened to you within the last year.

_____ Death of a parent
_____ Death of a brother or sister
_____ Divorce or separation of your parents
_____ Death of a close relative
_____ Hospitalization of a parent
_____ Remarriage of a parent
_____ Birth of a brother/sister
_____ Personal injury or illness
_____ Failing a class
_____ Changed to a different school
_____ Arguments with parents
_____ Outstanding personal achievement
_____ Change in your parent's job
_____ Started dating
_____ Break-up with your boyfriend/girlfriend
_____ Suspension from school
_____ Moved to an apartment/house
_____ Trouble with a teacher
_____ Started a new job
_____ Unable to find work



The stressors listed at the beginning are more stressful than some of the ones at the end. Too many of these stressors can produce distress if not properly handled.

Scale:	0-3	Low stress
	3-8	Average stress
	9-over	Stress overload . . . Watch Out! Make sure you are using your stress coping skills.

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WHAT ARE MY STRESSORS?

There are many causes of stress. Listed below are several stressors. Complete this form as your personal worksheet to identify your stressors (causes of stress).

STRESSORS

Parents	Job	School/Clubs	Sports
Friends	Illness	Church/Religion	Racism
Physical	Handicap	Success	Crime
Appearance	Home	Brothers and	T.V.
Relatives	Identity	and sisters	Other media

For example:

1. My stress is Not having many friends.
2. How do you deal with it? Feel bad about it and usually do things by myself.
3. How often does it happen? Sometimes.
4. Who s responsible? Me.
5. Do you want to change this? Yes!
6. What can be done? Try to make more friends, but I m shy.
7. Who can you talk with about it? Parents.
8. Name something else you can do to improve this stressor. Attend more social events and meet new people.
9. Will you do it? Yes.
10. When? I will start next week.

Now you try.

1. My stressor is _____
2. How do you deal with it? _____
3. How often does it happen? _____
4. Who s responsible? _____
5. Do you want to change this? _____
6. What can be done? _____
7. Who can you talk with about it? _____
8. Name something else you can do to improve this stressor. _____
9. Will you do it? _____
10. When? _____

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Directions: Read the story below and fill in the feelings you feel S.M. is experiencing.

How Did Your Day Go?

S.M. didn't get up when his alarm went off. When his mother awakened him he had only 15 minutes to make it to the bus. How do you think he felt? _____ He got dressed as fast as he could. He didn't eat anything and ran fast to the bus stop. By the time he got there the bus was just pulling off. How do you think he felt? _____ One of his friends saw him and called out for the driver to stop. When he got on the bus there were no seats so he stood the entire time. How do you think he felt? _____ When he got in his English class he couldn't find his homework. How did he feel? _____ _____ He finally remembered he had left it on his desk at home. His teacher gave him an incomplete. How did he feel? _____ By the time the lunch bell rang he was very hungry. When she got to the lunchroom he found out that they were having the worst lunch of the year, "beef goulash." How did he feel? _____ During classes he used the restroom. Some guys were in there smoking. They asked him if he wanted a cigarette. How did he feel? _____ In science class the teacher gave a pop quiz. How did he feel? _____ After school, on his way to the bus, he saw his girlfriend talking with another boy. How did he feel? _____ He finally arrived home but couldn't find his door key. He remembered that he left the key in the pants he had on yesterday. How did he feel? _____ He waited at his neighbor's house. He started doing his homework, but the neighbor's baby kept crying. How did he feel? _____ When his mom came home, he went straight to the kitchen to make a big sandwich, only to find they were out of bread. How did he feel? _____ Later that night, after he was in bed, his friend called to ask him to explain one of the math problems. How did he feel? _____ He finally got to bed and thought briefly about his day. How did he feel? _____ Then he drifted off to sleep, hoping tomorrow would be better.

Directions: Write a short story about your most stressful day. Name the feelings you had after each stressor. State what you would have done to make the day go better.

_____

_____

_____

_____

_____

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MY STRESS LOG

Directions: To help keep track of your stress during the week, keep a log of your stressful events and record your reactions and behaviors.

Example:
Time: 9:00 a.m.
Day: Tuesday
Stressor Event: Science Test
My Feeling Response: Nervous and a little worried.
My Thoughts: Will I pass? I hope I remember everything.
My Behavior: Took a couple of deep breaths and told myself to do my best.
What I Would Change Next Time: Try to be more relaxed and more positive.

Now you try.
Day of the Week: _____
Stressor (Activity): _____
Time: _____
Feeling Response: _____
My Thoughts: _____
My Behavior: _____
Changes I Would Make: _____

Day of the Week: _____
Stressor (Activity): _____
Time: _____
Feeling Response: _____
My Thoughts: _____
My Behavior: _____
Changes I Would Make: _____

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HOW DO YOU RESPOND TO STRESS?

Activity: Read the following questions and list the ways you would respond to these stressors.

1. Your teacher asks you to solve a difficult problem at the blackboard. Do you become:
   nervous _____ calm _____ glad _____ other _____ (fill in)

2. You lose your new watch. Do you become:
   angry _____ worried _____ confident that you'll find it _____
   other _____

3. Your parents are over 2 hours late picking you up. Do you become:
   mad _____ worried _____ busy until they get there _____
   other _____

4. You have just been elected to a class office. Do you become:
   proud _____ worried _____ nervous _____ other _____

5. Someone calls you a name in front of your friends. Do you:
   get upset _____ become embarrassed _____
   tell the person that you don't like that _____ walk away _____

6. Your younger brother finds a mistake in your homework. Do you:
   tell him to mind his own business _____ thank him for his help _____
   get upset with him _____ other _____

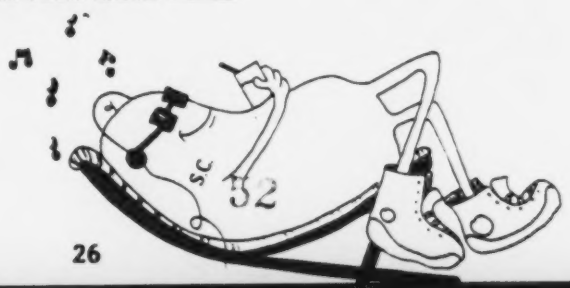
7. Someone offers you some dope to smoke. Do you:
   become too embarrassed to say no _____ act confident and try a little _____
   calmly explain that you are not interested _____ other _____

8. You're going out on a real important date. Do you:
   worry about finding something to talk about _____
   become frantic over your physical appearance _____
   go out and enjoy yourself _____
   other _____

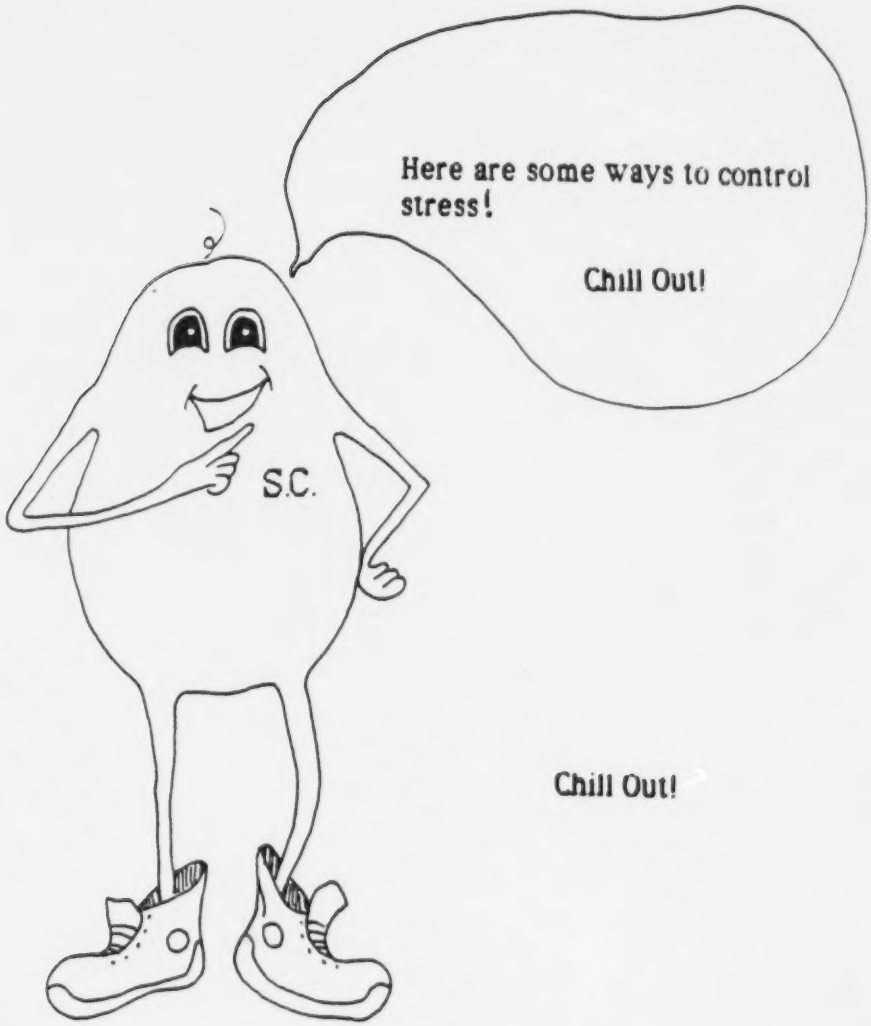
9. You suspect that someone is following you. Do you:
   panic and run down a side street _____
   stand and wait for the person to get closer and ask him what he is doing _____
   calmly try to find someone on the street to help you _____ other _____

10. You are with a friend who shoplifts an article in the store. Do you:
    become nervous _____
    walk out of the store without him _____
    begin to yell at your friend _____
    express your dislike of his/her actions _____ other _____

11. Your front door is open when you get home. Do you:
    run over to your neighbor s house for help _____
    run inside to see what has been taken _____
    panic _____
    other _____



Chill Out!



#5-1 WAYS TO CONTROL STRESS

Good Health (Body)

Take deep breaths.
Get regular physical exercise.
Keep your proper weight.
Eat a nutritious diet.
Avoid drugs, alcohol and cigarettes.
Practice relaxing exercises.
Listen to relaxing music.

Mental Health (Mind)

Be positive (count your blessings).
Enjoy your life and keep it well balanced.
Forgive others. Don't carry a grudge.
Do something about a problem as soon as it comes up.
Daydream some.
Manage your time.
Associate with positive, happy, loving people.
Respect yourself and others. Accept your flaws.
Do what you like doing.
Change the negative parts of yourself, but don't fight them.

Relationships (Social)

Learn to love yourself.
Be polite.
Look for goodness, beauty, and value in others.
Take risks by trusting others.
Use your relationships for your growth.
Keep your commitments.
Ask for what you want, but don't force your way in getting it.
Talk to others about your problems.
Practice loving others.
Smile.
Work for deeper honesty with yourself and others.
Let each relationship develop into its own form.
Take responsibility for the relationship.
Don't blame yourself or others for mistakes.
Forgive yourself and others.

Emotional (Feelings)

Work off your anger in a positive way.
Discuss and face your fears.
Do things you enjoy.
Talk out problems.

Spiritual

Find your purpose in life.
Do fulfilling things.
Engage in organized religious activity.
Learn to let go.
Pray.
Meditate.

A Sound Diet (Health)

Eat a variety of foods.
Eat foods with enough starch and fiber.
Avoid too much sodium.
Eat breakfast.
Avoid too much fat.
Avoid too much sugar.
Visit your doctor and dentist regularly.

You name some:

_____

_____

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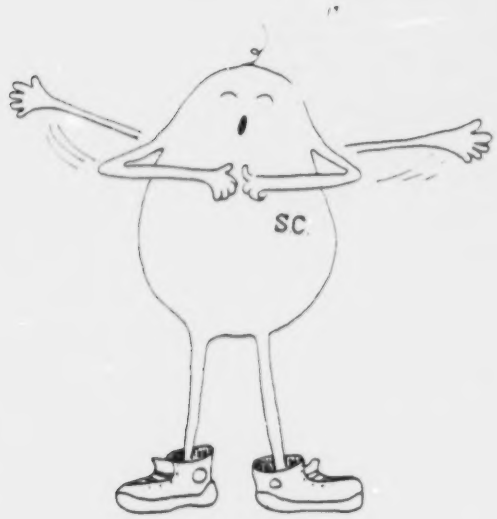
SIMPLE BREATHING RELAXATION EXERCISE



Instructions:

1. Select a quiet environment where you will not be disturbed.
2. Select two times during the day when you can afford to relax. A particularly good time is when you are under stress.
3. Find a comfortable chair. Sit in any position in which you feel at ease, but do not lie down; you may fall asleep. Loosen any tight clothing; take off your shoes.
4. Close your eyes.
5. Begin to relax by thinking of relaxing while successively thinking about your feet, legs, trunk, body, arms, neck and head.
6. Breathe through your nose and become aware of your breathing.
7. Say a simple one or two syllable word to yourself as you breathe out. Almost any word will do. Words some people like are love, peace, sharing, one. If you do not like one of these, try one you do like.
8. Breathe easily and naturally. If all sorts of questions, ideas, worries, etc. come into your head as you meditate, ignore them. Keep repeating your word. If your eyes are closed, they should go away. No harm is done if they stay with you a bit.
9. You may want to deepen your relaxation by counting backwards slowly from 10 to 1. Feel more relaxed with each count.
10. Don't jump up and walk around after you finish relaxing. First, sit quietly for a minute or so with your eyes closed, then with your eyes open. Come back to your full awareness of your surroundings slowly. Gradually become more alert and notice how relaxed you feel.

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Other Breathing Exercises

#1 Simple Breathing

Imagine it's a cold day and you can see the puff of your breath on the air. Is it a big puff?

Now try breathing using your tummy. Try to picture your chest as a big balloon that opens and closes.

When you breathe in (inhale), the balloon opens.

When you breathe out (exhale), the balloon closes.

You push your tummy out when you breathe in.

You bring your tummy in when you breathe out.

Try this a few times. Try to breathe through your nose. Put your hand on your stomach. Notice the way your hand moves up and down as your breathe in and out.

Practice: inhale-exhale (repeat several times). Practice: inhale-hold-exhale (repeat several times).

#2 Full Breath

Try this exercise sitting, standing and lying down.

1. Exhale deeply, emptying your belly.
2. Inhale slowly as you fill up your stomach.
3. Continue inhaling as you expand the chest.
4. Continue inhaling as you raise the shoulders up towards your ears.
5. Hold for a few comfortable seconds.
6. Exhale in reverse pattern, slowly. Release shoulders, relax chest, empty your belly.
7. Repeat.

Practice a couple of times until breathing becomes smooth and natural.

#3 Alternate Breathing

Practice: Inhale through the left nostril gently, while blocking the right nostril by pressing it lightly with your thumb. Count -- 1 -- 2 -- 3 -- 4.

Put your third finger over your left nostril and press it lightly while you release your thumb, and exhale through your right nostril. Gently release all the air as you count 1, 2, 3, 4.

Do the reverse movement, breathing in through the right nostril and exhaling through the left nostril counting as you do it.

Breathing through right nostril only makes you more alert and awake. Breathing through the left nostril is calming and relaxing.

Practice a couple of times.

HOW DO YOU RELAX?

1. Best time of the day for you to relax.. (morning, noon, evening, night)
   My best time is: _____
2. Best quiet place in your house for you to relax.
   My place is: _____
3. Things you do to get comfortable. (take shoes off, listen to music, lay down)
   I _____
4. Some things you do to become relaxed. (take deep breaths, massage yourself, tense and relax your body)
   I get relaxed by _____
5. Think some good or pleasant thoughts or a pleasant word.
   My pleasant thought or word is _____
6. Continue to practice relaxation exercise.
   My practice times are _____
7. Results of practicing. (more calm, relaxed, in control)
   I notice the following results after practicing relaxation exercise: _____
   _____

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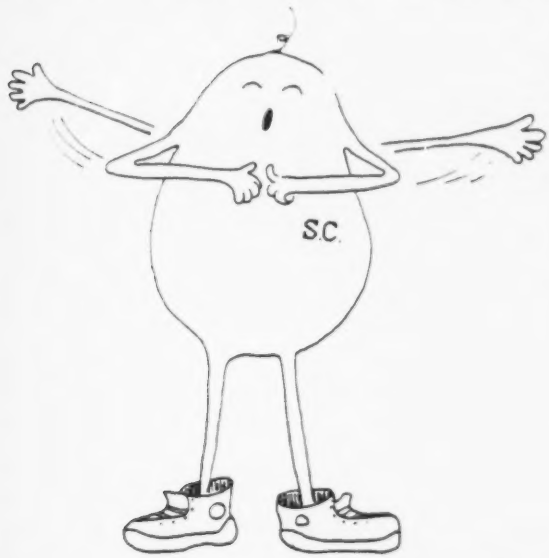
#6-4A

DEEP BREATHING RELAXATION EXERCISE



Procedure:

1. Begin by finding a comfortable position, a quiet place, and closed eyes.
2. Start to notice your breathing. As your breathing becomes regular, slowly begin to take several deep breaths. You may begin to say quietly to yourself: Inhale 1, 2, 3, 4. Hold 1, 2. Exhale 1, 2, 3, 4. Inhale 1, 2, 3, 4. Hold 1, 2. Exhale 1, 2, 3, 4. Inhale 1, 2, 3, 4. Hold 1, 2. Exhale 1, 2, 3, 4. Do this several times. After doing this, notice how your body feels.
3. If you still notice any tension or stiffness in your body, continue to take several more deep breaths and say as you inhale, "I breathe in peace and calmness." Hold and say when you exhale, "I breathe out tension and discomfort." Say this 3 times.
4. As you continue to breathe, use your imagination to imagine a warm light surrounding you. This light could be any color you want. It is a soft light. As it surrounds you, imagine your body being filled up with this light as you breathe in. You begin to feel the peace and calmness of this light. During this time you may begin to repeat an affirmation or word or a positive phrase such as:
   A. "I will work out my problem" or
   B. "I can make it" or
   C. "I really like myself" or
   D. "I am at peace."
5. After you have said your positive phrase or word, continue to relax and enjoy this time. You should take time to notice how good it feels to be completely relaxed.
6. When you are ready to end your relaxation, slowly begin moving different parts of your body very gently until you are fully alert.

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TENSION-INATTENTION RELAXATION

You will be pleasantly surprised at how relaxed you become with this method. You can learn this technique with 3 or 4 practice sessions, but you should try this method for at least once a day for two weeks. This activity will help you remain relaxed during your daily situations.

Instructions: This is a series of six exercises. They are done lying down, but they can be done while sitting in a chair.

Exercise One
- a. Sit at the edge of your bed, or on the floor.
- b. Close your eyes and keep them closed for all six exercises.
- c. Let your neck and shoulders be as loose as possible.
- d. Rotate your head slowly in a clockwise direction four times, making the muscles still more loose.
- e. Reverse direction and rotate your head in a counter clockwise direction four times.

Exercise Two
- a. Lie down immediately and raise your right foot about 12 inches.
- b. Make your leg muscles as still and tight as possible.
- c. Visualize the muscles in your leg from toes to hip. Keep your attention on them and try to make them tight and tired.
- d. Hold your leg up as long as you can. Let it get so tired that you can t hold it up anymore.
- e. Let your leg go completely limp and loose as you let it drop quickly.

Exercise Three
- a. Raise your leg and divert all your attention to it.
- b. Repeat all the steps for Exercise Two, only with your left leg.

Exercise Four
- a. Raise your right arm to a salute position, but with your fist clenched.
- b. Stiffen and tighten the muscles.
- c. Keep your thoughts on this arm only.
- d. It will take longer to tire your arm because it is lighter than your leg.
- e. Let your arm fall limp to your side when it is completely tired.

Exercise Five
- a. Immediately raise your left arm.
- b. Repeat all steps for Exercise Four.

Exercise Six
- a. Imagine a circle about four feet in diameter on the ceiling above you.
- b. Keeping your eyes closed, follow this circle with your eyes four times in a clockwise direction. Do this slowly.
- c. Reverse direction and follow the circle slowly in a counter clockwise direction.
- d. Imagine a square instead of a circle.
- e. Go around the square four times in each direction.
- f. Lie for a few moments and enjoy the relaxation.
- g. Divert your attention from your eyes by thinking of anything pleasant.

You can enjoy the feeling of relaxation for awhile if you wish, but be sure to arouse yourself slowly and gently.

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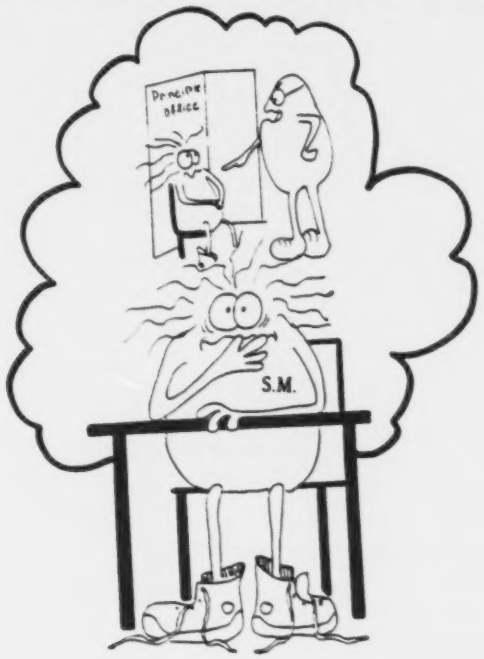
LESSON #7
VISUALIZATION

Visualization comes from the stem word "vision." Visualization means having a visual image or a picture of something in your mind. Your imagination is very key for creating a visualization. Visualization uses your creative energies and imagination to form a picture(s) of what you want to happen in your life. Usually when we are faced with a stressful situation, our typical reaction is fear. For example S.M. just received a note to report to the principal's office unexpectedly.



Activity Directions: Pick any of the following statements and write your reactions to them.

1. You arrive at a party before your friend and there's no one there you know.
   My reaction would be _____
2. Your parents are over 3 hours late from work without calling.
   My reaction would be _____
3. You've a note to report to the principal's office unexpectedly.
   My reaction would be _____
   Why? _____
4. You have to take a test that will determine whether you pass the class.
   My reaction would be _____
   Why? _____

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In normal situations all of the above situations would trigger some anxiety, fear or tension. These feelings are usually created by our fear or negative energies given to the situations. Visualization uses the help of our positive energies to create a positive image or picture in our minds of what we want to happen. Let s take the example of receiving a note to report to the principal's office unexpectedly. If you know that you have not done anything wrong then you should put aside any negative thoughts of something bad happening to you, for example being in trouble with a teacher, receiving a detention, getting suspended, etc. Instead begin to think positive thoughts about the notice for example, maybe you have been selected to represent your school at an important conference or maybe a teacher nominated you to run for a class office or maybe the principal needs your help with a school problem. Begin to picture in your mind or visualize a friendly meeting with the principal. Begin to feel confident and secure in your ability to handle the situation. You may want to end your visualization with a positive remark such as "I know that everything is going to work out alright" or "I know I haven't done anything so this meeting will be fine." Now, in reality all of these things may not happen, but what you have done was to give your mind a positive image or picture to respond to rather than a negative one to respond to which causes the fears, anxiety, etc.

Now you try it. Using the example you wrote about above, rewrite your response using the visualization method.

My creative visualization reaction to example #_____ (write number in) would be _____

_____

THERE ARE FOUR BASIC STEPS FOR USING A CREATIVE VISUALIZATION. THEY ARE:

1. Set your goal
2. Create a clear picture or idea
3. Focus on it often
4. Give it lots of positive energy

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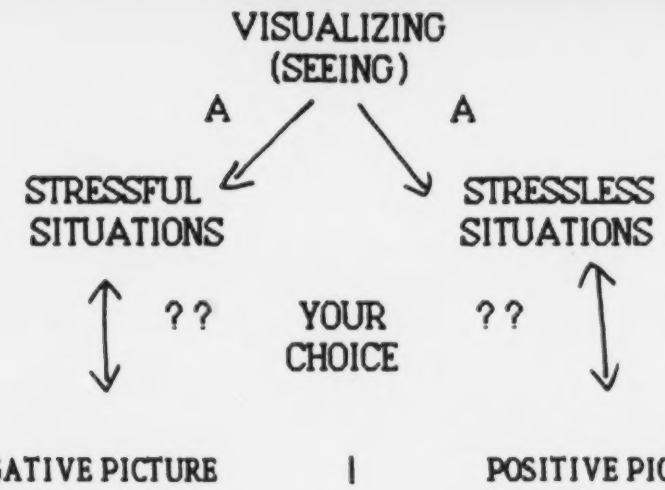

The body and the mind work very closely together. For example, if the mind sees or visualizes a picture of a stressful situation, the body will respond by getting tense, breathing shallow, etc. On the other hand, if the mind sees or visualizes a picture of a peaceful situation, the body will respond by getting calm, relaxing, etc. In short, pictures of different places, people or things in our imagination cause a physical response from the body.

Visualization

In the space below, using a similar event or problem that you are experiencing (or that you have experienced), draw a picture of a negative and a positive visualization.

GUIDED IMAGERY

Guided imagery is another way used to help relax the body. The imagination is used with guided imagery very similarly to how it is used in visualization.

Guided imagery uses positive pictures of pleasant scenes and/or situations to help relax the body.

Guided Imagery Example

Close your eyes. Before we take our trip, let's start by taking a couple of deep breaths in order to relax the body. Breathe in, hold, breathe out. Now get very comfortable. We are going to take a trip to the park. It is very pleasant there. It is spring and everything is very colorful. The flowers are so beautiful. We can smell them. The sun is very warm. Spring makes us feel very good and special inside. We are very special, just like the flowers. Now is is time to return. Take some more deep breaths and smell that nice fragrance. Now take one last look around the park. When I count down to 1, we will return to the place where we started from, feeling very relaxed, refreshed and vibrant. Let's begin slowly -- 5 - 4 - 3 - 2 - 1. Now open your eyes.

... GUIDED IMAGERY EXERCISE

Directions: In the space below write your guided imagery exercise. This could be a fantasy trip to your favorite place (the park, the beach), an event you can describe (circus, festival), or person(s) you will like to see. Try to include the following information in your exercise: 1) Close your eyes. 2) Deep breathing. 3) Time to get comfortable. 4) A positive thought, and 5) A pleasant return. Look at the example given below before you start.

, - ---. ...d your guided imagery on tape.

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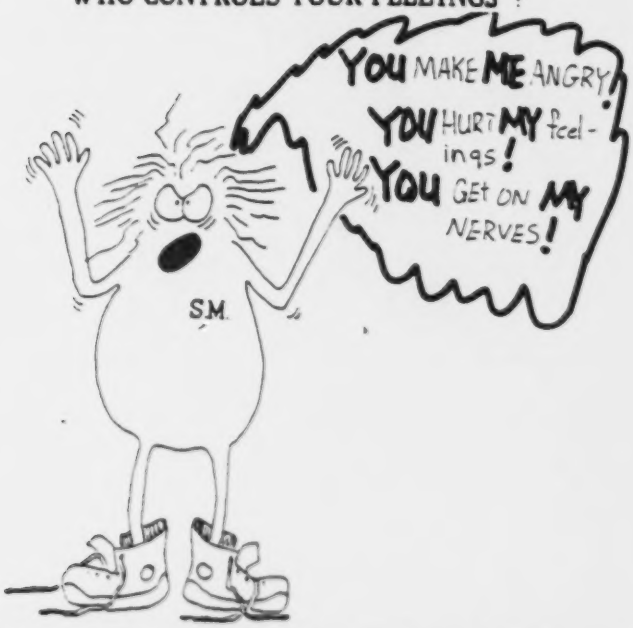
LESSON #8

WHO CONTROLS YOUR FEELINGS ?



By the statements above you would think that other people control your feelings, but in reality we choose the feeling we feel. When things go wrong we can choose to get upset over them or we can choose not to let them bother us. Let's look at this example:

S.C. and S.M. are often teased by some of their classmates. S.C. laughs it off and pays very little attention to it. S.M. usually becomes very upset and often winds up in a fight.

Answer these questions:

1. What are the stressors here? _____
2. a. What are S.C.'s feelings about it? _____
   b. Whose decision was it to feel like this? _____
3. a. What are S.M.'s feelings about it? _____
   b. Whose decision was it to feel like this? _____
4. What are some ways that S.C. dealt with this stressor? _____
5. What are some ways that S.M. dealt with this stressor? _____
6. What would you have done? _____
7. What is the best way of handling a situation like this? _____
8. Did you know that choosing your feelings could make a bad situation good? _____
9. Have you ever done this before? _____
10. Tell us about it. _____

_____

_____

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#8-2 - HOW DO YOU EXPRESS YOUR ANGER?

Anger is a feeling that we all have and it needs to be expressed. Most people think that anger is a bad feeling, but it is not. Anger is a normal emotion or feeling we have. What makes anger good or bad is the way you choose to express it. It is good to express your feelings and not keep them locked up inside. When you keep your angry feelings inside, they begin to build up inside of your body as "stress." These feelings can bring on some of the serious signs of stress.

Directions: To help you prevent anger build-up in you, list some of the ways you handle anger in each column.

Positive Ways I Express Anger	Bad Ways I Express Anger
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Brainstorm in the group and think of some other constructive ways of handling stress. Remember if you are expressing your anger in a negative way such as fighting this could cause you more stress.

Complete the following exercise:

1. Name the thing, event or person that caused you to have angry feelings.
   _____
2. When did this happen? _____
3. Why were you angry? _____
4. How did you express it? _____
5. Was this a good or bad expression? _____
6. What did the other person do? _____
7. Were you satisfied with the way you expressed your anger? _____
8. If not, how would you handle it the next time? _____
9. Can you control yourself when you get angry? _____
10. If not, name some positive things you can do. _____

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SOME TIPS FOR DEALING WITH ANGER #8-3

- Anger is a normal feeling, and everyone gets angry at one time or another.
- Express your anger in a positive way. For example, talk with someone about your feelings.
- Deal with the cause of your anger as soon as possible. Keeping angry feelings in can make you feel bad and sick.
- When your anger needs to be expressed in an open way, find something to hit or punch to get your anger out.
- If you are unable to talk right away with the person who made you angry, write your feelings down or record them on a tape recorder.
- If you feel that your anger is uncontrollable, remove yourself from the person and/or place and give yourself some time to cool out and calm down.
- Choose not to stay angry after you have addressed the cause and move on to other experiences.

CHECK YOURSELF OUT

Directions: Complete the following sentences.

1. Feeling angry is _____
2. When people get mad they should _____
3. People who get angry are _____
4. When I get angry I _____
5. I get angry when _____
6. People make me angry when _____
7. When my dad gets angry, he _____
8. When my mom gets angry, she _____
9. One way I can totally express my anger is _____
10. As a result of my totally expressing my anger, what would happen to me is _____

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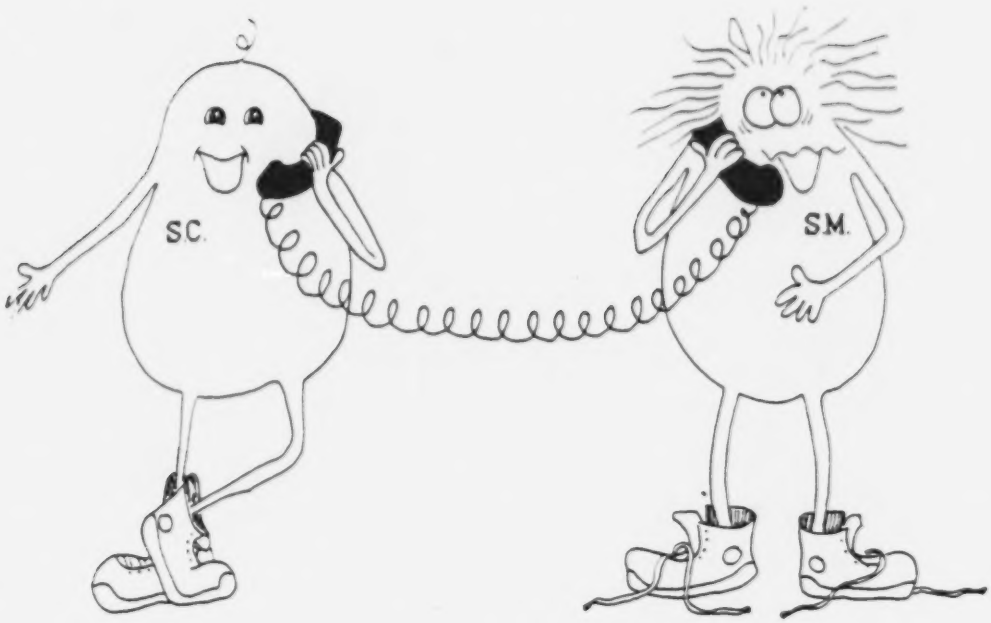
LESSON #9

POSITIVE COMMUNICATION



Communication is one's ability to give or receive information. There are different ways of communicating. They are:

1. Verbal Communication - This communication involves words that we speak with our mouths. You communicate verbally when you talk to people.

2. Non-Verbal Communication - This communication involves sounds, gestures and motions that you use to communicate ideas with. For example, eye contact, head movement, facial expressions and hand gestures, smiling, hugging, frowning.

3. Written Communication - Communications that are written down in symbols, codes or words. For example, S.O.S., a letter, etc.

Communicating one's feelings is very important. When people are unable to communicate their feelings they become very stressful. To help you avoid this stressful feeling, use the following exercise to help you express your feelings.

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Positive Communication Steps

It is important when communicating with someone in a stressful situation that you let them know:

Step #1 - How you feel;
Step #2 - What they did; and
Step #3 - What you want to happen.

For example: Someone steps on your toe without saying anything.
A Positive Communication Response would be:

Step #1 - Letting the person know how you feel
I feel angry.
Step #2 - Next, let them know what they did; be specific
When you stepped on my toe without saying anything
Step #3 - Letting the person know what you want
I want you to be more careful or
I want you to watch where you are going.

Try the following exercise using the 3 steps for positive communication above.
Remember:
Step #1 - State how you feel;
Step #2 - State what the person did, and
Step #3 - State what you want to happen.

Situation A: Someone takes your seat at the movies.
Step #1 - I feel _____
Step #2 - When you _____
Step #3 - I want _____

Situation B: Someone promises to take you somewhere but doesn't.
Step #1 - I feel _____
Step #2 - When you _____
Step #3 - I want _____

Situation C: Someone is screaming in your ear at a game.
Step #1 - I feel _____
Step #2 - When you _____
Step #3 - I want _____

Create your own situation.
Step #1 - I feel _____
Step #2 - When you _____
Step #3 - I want _____

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LESSON #10

PROBLEM SOLVING

Many problems that we have can be solved by using the basic steps to problem solving. The steps are:

1. State the problem clearly.
2. Brainstorm or list all the possible solutions or alternatives.
3. Name any consequences or risks to any of the solutions stated.
4. Choose the solution(s) best for you (with consideration given to answers under Step #3).
5. Evaluate your choice (later). List anything you would do to change it the next time. (Good choice because _____; Bad choice because _____)

Using any of the suggested problems here (or you can state your own problem) work through the 5 steps of Problem Solving. Before you start to work read this.

Example #1

Situation: S.M. returns home from school, but he can't find his keys to get in.

Step #1 State the problem clearly

S.M. can't find his keys to get into his house.

Step #2 Brainstorm all possible solutions

A. Continue to look for keys
B. Call parents at work
C. Stay over at a neighbor's or friend's house
D. Stay outside until someone comes home
E. Try to break in

Step #3 Name any consequences/risks for each solution

A. May not find them
B. May be a little upset
C. Neighbor may not be home
D. May be too cold or rainy
E. Would be responsible for paying for any damage

Step #4 Choose solution(s) best for me

S.M. decided to:
B. Call parents and
C. Stay over at a neighbor's or friend's house

Step #5 Good choice because parents came home a little early and he had a good time over at his friend's house.

Bad choice because parents were upset and his neighbor was not home

PROBLEM SOLVING

Directions: Using any of the suggested problems listed below, in the space below, work out the five (5) steps to problem solving.

Suggested Problems:

1. You smell smoke at your neighbor's house.
2. Your friend stole some money from you.
3. You overspend your money at a game and you don't have enough to get home.
4. You found out your boyfriend/girlfriend is involved in drugs.
5. You witness a crime in your community.
6. Your boyfriend/girlfriend is encouraging you to have sex.
7. You have a big test to study for and your friend invites you out to a concert.
8. You think someone is following you home.
9. You are at home alone and you hear a window break.
10. Somone wants to fight you.

STEPS FOR PROBLEM SOLVING

Step #1 State the problem.

_____

_____

_____

Step #2 Brainstorm a list of possible solutions.

_____

_____

_____

Step #3 Name any consequences for each solution.

_____

_____

_____

Step #4 Choose the solution best for you.

_____

_____

_____

Step #5 Evaluate your choice (later - what did you learn?)

Good choice because _____

_____

Bad choice because _____

_____

Step #1 State the problem.

_____

_____

_____

Step #2 Brainstorm a list of possible solutions.

_____

_____

_____

Step #3 Name any consequences for each solution.

_____

_____

_____

Step #4 Choose the solution best for you.

_____

_____

_____

Step #5 Evaluate your choice (later - what did you learn?)

Good choice because _____

_____

Bad choice because _____

_____

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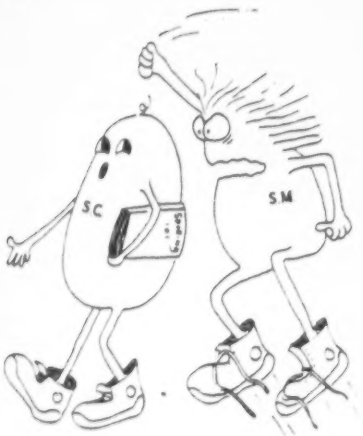
LESSON #11

CONFLICT RESOLUTION

There are three different ways to respond to a conflict that produces stress. The three different responses are:

1. A passive response
2. An aggressive response
3. An assertive response

Passive Response



Aggressive Response

Assertive Response

Explanation

1. A passive response to a conflict may include walking away, refusing to address the conflict, putting the problem off or pretending that you do not have a conflict.
   For example: Someone took your book without asking.
   A passive response: "It's okay, I don't need it now anyway."
2. An aggressive response to a conflict may include yelling, name calling, fighting or threatening. Using the same example stated above, an aggressive response would be:
   "Give me my book before I hit you in your head."
3. An assertive response to a conflict would include stating your feelings, speaking up for yourself and stating the behavior you expected. Using the same example stated above, an assertive response would be:
   "Don't take my book without asking."

Remember, a passive response usually denies you the opportunity to say what you really feel; an aggressive response usually results in a confrontation or physical fight; and an assertive response usually communicates in a direct manner what you want done.

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CONFLICT RESOLUTION EXERCISE

Directions: Choose some of the problems below and write the three different responses to them.

Conflict #1 - Someone calls you a dirty name.
Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #2 - Somone bumps into you without saying anything
Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #3 - Someone damages your property (clothes, radio, tape).
Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #4 - Someone tells a lie about you.
Passive Response _____
Aggressive Response _____
Assertive Response _____

Create your own conflicts for 5 and 6. These may be conflicts that you have experienced recently or that might have happened to you.

Conflict #5 - _____
Passive Response _____
Aggressive Response _____
Assertive Response _____

Conflict #6 - _____
Passive Response _____
Aggressive Response _____
Assertive Response _____

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LESSON #12

YOGA

12A

Yoga is an exercise that started in India many years ago. Yoga exercises help reduce tension in the body and relax the muscles. They teach you balance, muscle control, and good breathing habits. You should take a deep breath at the beginning and end of each yoga exercise and practice these exercises regularly. Try to do the exercises below. Remember, never force your body to do anything that is difficult or uncomfortable.

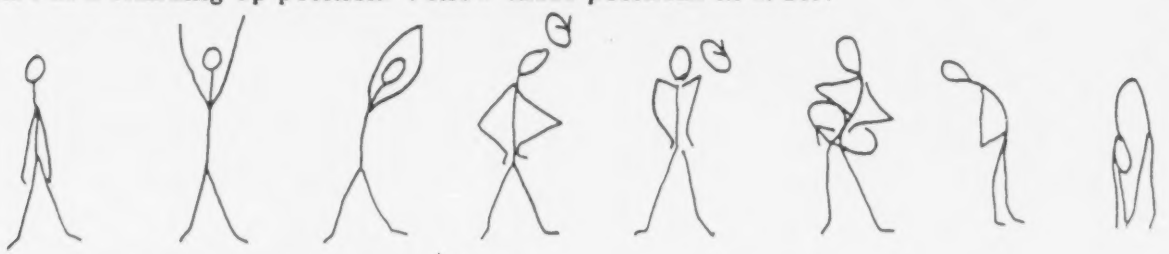
Note: All kinds of exercises are good for stress reduction.

Basic Yoga Rules

Practice yoga on a thick rug or blanket.

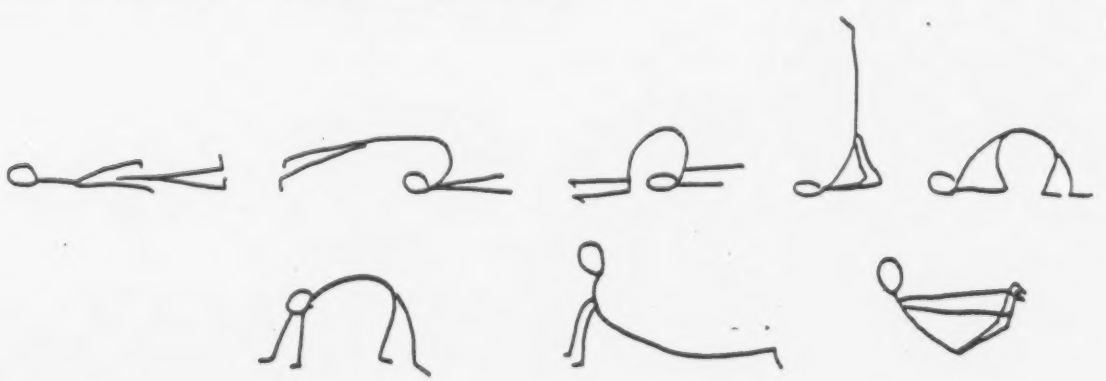
1. Take a deep breath before you begin each exercise.
2. Wear loose clothing.
3. Keep your attention on your muscles and move very slowly. Never force your body to do something that hurts.
4. After each position, relax and take another deep breath.
5. Practice regularly.

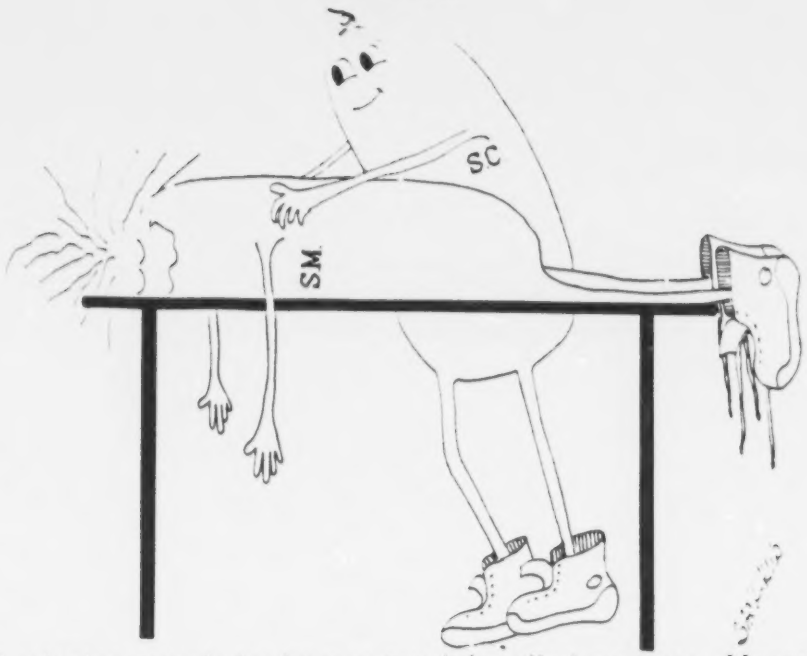
Start in a standing up position. Follow these positions in order.



Next, assume a seated position and begin.

Last, sit on the floor and do the following.





The art of relaxing muscle by human touch is called massage. Massages are very soothing and comforting to the body. When stress is not released from the body, it stores up in the body muscles. Massages help relieve stress and tension from the body muscles.

Massages are most effective on firm surfaces, such as a mat or blanket. The majority of stroking that one does with massages are in a circular movement. Rub your body gently and firmly. Begin each exercise with a deep breath.

Self-Massage

Begin with gentle circular movement with your fingers on your face. Slowly go up the side of the face: with both hands, come down the middle of the face, out to the cheeks and down to the jaw bone and neck area. Then do your head area. Gently massage your scalp with your fingers.

Arms, Legs and Sides:

1. Start with legs.
2. Sit on mat with your legs stretched out. Next reach down and clasp your legs and gently squeeze them. Slowly move your hands up towards your thigh, continuing to squeeze gently. When you get to the top of your legs, begin to massage yourself on the sides of your body. Next do your shoulders, then cross hands and place them on your arms. Gently begin squeezing your arms from top to bottom.

Fingers and Toes:
Grab either fingers or toes and gently squeeze each finger or toe with your opposite hand, starting at the base of the toe or finger, slowly moving towards the finger nail or toe nail. Don t leave out any fingers or toes. If you enjoy massaging, continue to practice it at home with your family. You can pair up.

Massage with Partners (optional):
Exercise mentioned here should be done with a partner.

Back and Shoulders:
Pair up with a partner and let one person pretend to be a rag doll and bend over very loosely. The person standing should begin to play piano very lightly on the person s back . . . up and down the back and spinal cord. After the back is done you can include the entire body in this method. Go down their arms, both sides, and then the legs. Lastly, begin to massage the person's shoulders by gently clasping the area and squeezing gently and firmly. Another way this could be done is laying down.

Accupressure - 12C

Accupressure points are pressure points that are located throughout our bodies. These points help control the amount of blood flow to and from our head. Headaches are a direct result of not receiving enough blood in our heads. When we become tense or nervous, our blood does not flow as easily to our heads because our muscles tighten and the flow of blood slows down. Many years ago, Chinese discovered that placing pressure for 20-30 seconds on these points in our bodies it would relieve common headaches. Headaches are a very common sign of stress and this method can be used to help relieve this pain.

Directions:
Go over worksheet exercise #12-1. Try to locate these pressure points on your body and hold your fingers on them for 20-40 seconds. Go through all the exercises this way. One way you can tell if you have located your pressur point correctly is that you should be able to feel a "pulse beat" where you are applying pressure. Continue to practice the pressure point that works better for you.

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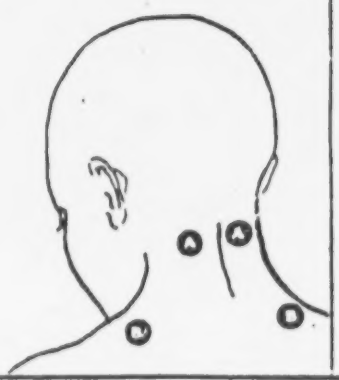
The following are acupressure points. Although every technique shown here may be used for symptomatic relief of headaches, you may find that one works better for you than others.

FENGCHI
(pronounced feng chee)

The two pressure points are located right under and against the base of the skull in the two muscular grooves at the back of the neck. (Points A)

JIANJING
(pronounced jee ann'jing)

The two pressure points are located on the highest part of the shoulder, on either side of the back of the neck. (Points B)



YANGBAI
(pronounced yang buy)

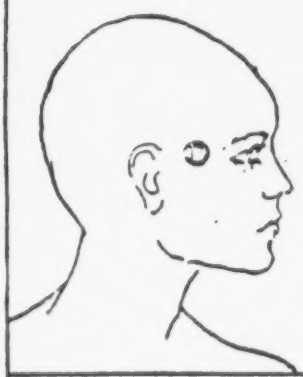
The pressure point is located one inch above the center of the pupil of the eye. (Point C)

YINGTANG
(pronounced yin tang)

The pressure point is located at the edge of the brow between the eyebrows. (Point D)

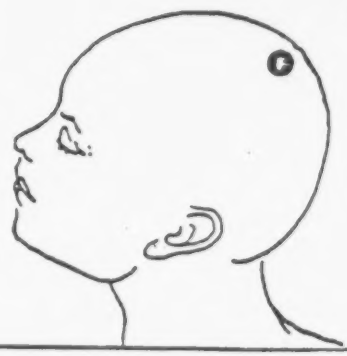
TAIYANG (pronounced tie yang)

Find a point halfway between the outer corner of the eye and the outer end of the eyebrow. The finger should be on a ridge of bone. Move the finger about half an inch back towards the ear, and there will be a small depression. This is the pressure point. (Point E)



BAIHUI (pronounced ban way)

The pressure point is located along the midline of the skull just in back of the top of the top of the head. It is often referred to as the "soft spot." (Point F)



HEGU
(pronounced ho koo)

Locate the pressure point by holding the thumb and index finger tightly together. The point is located where the web of flesh on the back of the hand bulges to its highest point. (Point G)

QUICHI (pronounced koo chee)

Hold the elbow tightly closed. The pressure point is located halfway between the crease and the top of the elbow. (Point H)

Note: For Fengchi, Jianjing, or Taiyang, both points must be pressed at the same time for best results.

After you have correctly located the pressure point or points, press firmly with an index finger. Slowly rotate the finger for 20 to 40 seconds. You should experience relief from your headache within a minute or so. Some headaches may require expert treatment. If you are treating your headaches yourself or with a friend and not getting relief, it's time to see your chiropractor or doctor.

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LESSON #13

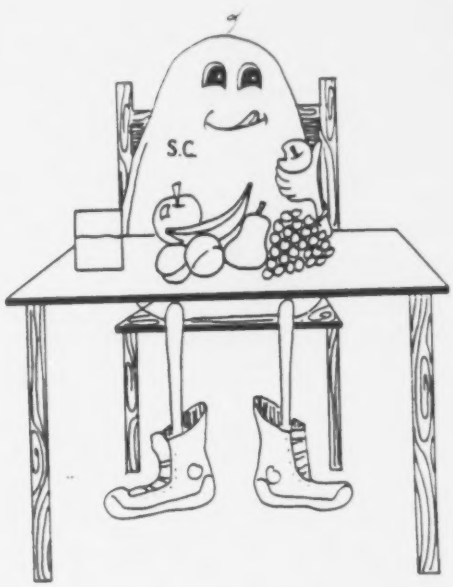
HOW S YOUR DIET?

Stress has a lot to do with what you eat. If you don't eat the right kinds of food, your body will go through certain changes that will cause it stress. Have you ever eaten too much cake and candy and felt sick afterwards? Or have you ever gone for a long time without eating and felt irritable and grouchy? Stomach aches, vomiting, irritability, etc., are all signs of stress.

In order to keep our bodies healthy and less stressful, it's better to eat the right amount of foods and drink the proper amount of water that you need.

BAD EATING HABITS

GOOD EATING HABITS



Some Nutritional Tips

- Eat lots of fresh fruit and vegetables.
- Limit fried foods and junk food.
- Avoid red meats. Eat fish and poultry.
- Eat salads.
- Drink juices and water regularly.
- Eat cereal with fiber daily.
- Eat meals at a regular schedule.
- Eat your food slowly in a pleasant environment.

HOW'S YOUR DIET?

In order to maintain a proper diet you need a certain number of servings from the four food groups. In order to check your serving total use the following food diary to record your eating habits for three days. At the end of three days evaluate what you need to maintain an ideal diet. Fill in servings from each food group you had during the day.

	Day #1	Day #2	Day #3	State Improvements Needed
Vegetables and Fruit Need: 4 servings from combined group	Total needed from this group is 4. Your total _____	Your total _____	Your total _____	3 day total 12 Your total _____
Bread and Cereals Need: 4 servings	Total needed from this group is 4. Your total _____	Your total _____	Your total _____	3 day total 12 Your total _____
Milk, Cheese, Yogurt Need: 2 servings (3-4 servings needed by pregnant or nursing women)	Total needed from this group is 2. Your total _____	Your total _____	Your total _____	3 day total 6 Your total _____
Meat, Poultry, Fish, Eggs, Beans, Peas Need: 2 servings	Total needed from this group is 2. Your total _____	Your total _____	Your total _____	3 day total 6 Your total _____
Water: Need 8 glasses/day ____	_____	_____	_____	3 day total 24 Your total ____
Other Fats, Sweets, Tea, Coffee Need: 0 servings	Your total _____	Your total _____	Your total _____	3 day total 0 Your total _____

Improvement I need to make:

1. Vegetables and Fruit _____
2. Bread and Cereal _____
3. Milk, Cheese, Yogurt _____
4. Meat, Poultry, Fish, etc. _____
5. Water _____

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IS YOUR LIFE BALANCED?

"A Self Picture of Wellness"

Directions: To see how well balanced your life is in the following areas, complete your picture of wellness. Read each of the questions below and score the items as follows: Rate yourself according to how you do in these areas.

Circle 1, 2, or 3 for your answers.

KEY: 1 = poor 2 = average 3 = excellent

Afterwards, color you diagram to see how your picture of wellness looks.

FEELING/EMOTIONAL

A. How do you feel about yourself?
1 2 3

B. How accepting of others are you? Can you respect people who have a different opinion than yours?
1 2 3

C. Are you aware of how you feel most of the time?
1 2 3

BODY/PHYSICAL

D. Are you aware of most of your body signs for stress?
1 2 3

E. Do you exercise daily?
1 2 3

F. Do you eat nutritious meals and avoid junk food?
1 2 3

FRIENDS/SOCIAL

G. Are you able to talk to people about your feelings?
1 2 3

H. Do you make an effort towards making and keeping friends?
1 2 3

I. Do you help your neighbor in your community?
1 2 3

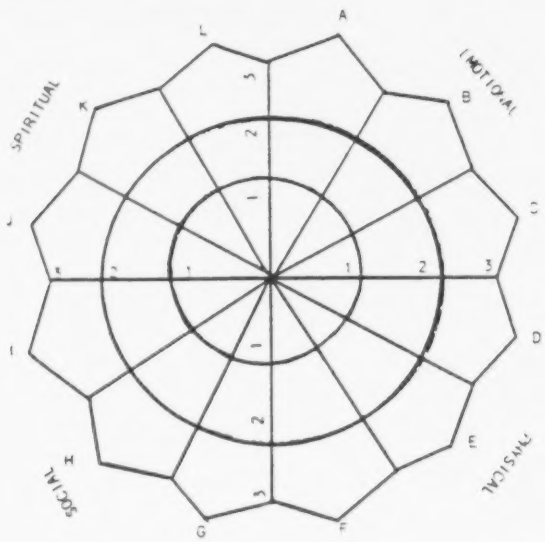
SPIRITUAL

J. Do you seek out an understanding of what life means or its purpose for you?
1 2 3

K. Do you truly give of yourself to help others?
1 2 3

L. Do you spend some time with yourself?
1 2 3

Directions:
Using your answers to guide you, color a picture of your wellness. Use crayons or markers. Each numbered pie-shape segment of the circle below corresponds to the numbered questions. If you answer: =1 color in the first pie-shaped segment of the inner circle, =2 color in the first and second pie-shaped segment of the inner and middle circle, and for =3 color in the first, second and third pie-shaped segment of the inner, middle and outer circle.



* Adapted with permission from Self-Analysis Profile by J. Hammond, R. Taylor and Pacificon Productions, California Department of Mental Health

Many of your dreams and ideas about your future can become real through goal setting. Goal setting is the planning, step by step, of what you want to accomplish. For example, if your goal is to save money, then you may develop the following steps to help you reach this goal.

Step 1 Be more specific: State how much money you want to save.
GOAL: I want to save $300 for a stereo.

Step 2 Things I must do:
First: Find a job (check newspapers and friends) - Time length: 1 month
Second: Keep the job (show up regularly, call when late, etc.) - Time length: 3 months
Third: Put $25 a week in a bank - Time length: 3 months

Step 3 List any obstacles - Unable to find the job of my choice.
Counter plan: Take anything I can get.

Step 4 Deadline (This must be done by): 5 months

Step 5 Rewards for achieving this goal: Treat myself to a new record album.

In the space below state 1 of your goals and develop your action steps.

Step 1 Goal #1 _____
Can this goal be more specific? _____

Step 2 Things I must do to accomplish this goal.
A. _____
B. _____
C. _____

Step 3 List obstacles _____
Counter plan _____

Step 4 Deadline (Date) _____

Step 5 Rewards _____

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#14-2 - DO YOU WASTE TIME?

	Big Problem For Me	Often A Problem	Seldom A Problem
Planning			
1. No goals			
2. No daily plan			
3. No priorities			
4. Unfinished task			
5. No deadlines for goals			
6. Try to do too much			
7. Lack of motivation			
8. Unable to cope with changes			
9. Telephone interruptions			
10. Drop-in visitors			
11. Lack of self-discipline			
12. Too many interests			
13. Unable to say no			
14. Unable to take criticism			
15. Make snap decisions			

List Big Problem Areas Here:

1. _____
2. _____
3. _____

Suggest Plan to deal with problem areas:

1. _____
2. _____
3. _____

State date you will begin.

1. _____
2. _____
3. _____

Name support person to help you.

1. _____
2. _____
3. _____

State reward for achieving this.

1. _____

#14-3

PLAN YOUR WEEK

Directions: In the box below list your priorities for each day.

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT
TOP PRIORITY (things I have to do today)							
MEDIUM PRIORITY (things I need to do soon)							
LOW PRIORITY (things that can wait)							

Evaluation: What did you get done?

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Lesson #15

- SELF TALK

#15-1

Directions: To help you be aware of your thoughts during stressful situations, complete the following self-talk exercises. This will help you become aware of your thoughts, feelings and body reactions. Read the two examples first.

Example #1

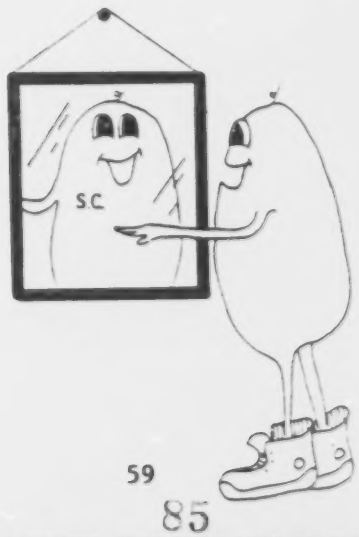
1. One thing that caused me stress was: Mom refused to let me go out.
2. I felt these changes in my body: I got upset and had a headache.
3. My thoughts about the stressor were: She's no old fashioned. I wish I could change her mind.
4. My actions were (what did you do): I said something mean to her and walked out.
5. Later I felt: Sorry that we couldn't work it out better.
6. Next time I will improve by: Talking to mom without yelling and attempting to work out a compromise.

Now, it's your turn. Complete the following with your own examples:

1. One thing that caused me stress was: Having to speak in front of the class.
2. I felt these changes in my body: _____
3. My thoughts about the stressors were: _____
4. My actions were: _____
5. Later I felt: _____
6. Next time I will improve by: _____

Complete this one with your own example.

1. One thing that caused me stress was: _____
2. I felt these changes in my body: _____
3. My thoughts about the stressors were: _____
4. My actions were: _____
5. Later I felt: _____
6. Next time I will improve by: _____



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Positive Thoughts/Affirmations

What are Affirmations? - They are positive thoughts about ourselves. These thoughts may be directly related to us or related to something we want to achieve. For example, "I am smart" or "I will get a job."

Who uses Affirmations? - Everyone from sports players and millionaires to teachers and teenagers.

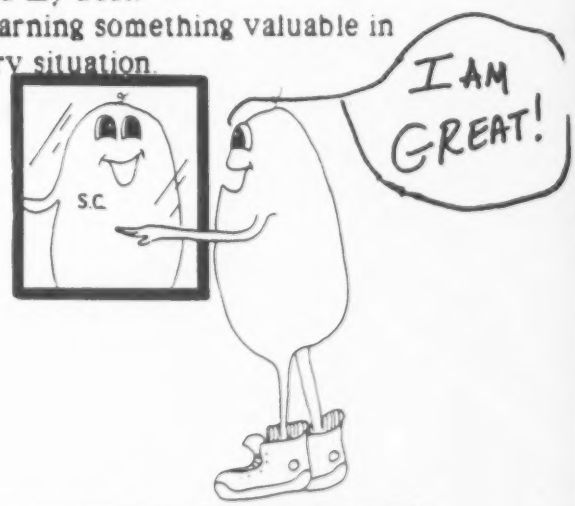
How does it help? - By erasing our negative thoughts and replacing them with positive, self-affirming thoughts. It helps you to think positively and to say nice things to yourself.

How does it work? - One way is to start with "I am" or "I will" and attach a positive word. Or any positive thought will do. For best results repeat often in the morning, during the day, and at night right before bed. Write your affirmations down on paper.

Example:

I am intelligent.
I am in control of my feelings.
I am creative.
I am loving.
I am calm.
I am capable of finding the answer.

I will cooperate.
I will do better in math.
I will find the right answer for me.
I will learn.
I will do my best.
I am learning something valuable in every situation.



Other Positive Thoughts

I am able to solve this problem.

Other Kinds of Affirmations

I know things will work out.
I discover the positive in every situation.
I love myself and others.

My positive thought or affirmation is:

1. _____

2. _____

3. _____

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Lesson #16

ARE YOUR THOUGHTS SENSIBLE OR NON-SENSIBLE?

No one likes me!

They will laugh at me!

Everyone looks better than I do!

Our thoughts can increase or decrease the amount of stress in our lives. Non-sensible thoughts usually create extra stress for us whereas sensible thoughts usually decrease stress. For example:

EVENT: Someone breaks a date with you.
Some non-sensible thoughts would be:
1) He/she doesn t like me.
2) She/he probably found someone else to go with.
3) I didn't want to go anyway.
Some sensible thoughts would be:
1) Maybe I can find someone else to go with me.
2) Maybe we can plan to go another night.
3) Maybe I'll do something by myself instead.
Consequences or negative effects: Be aware that non-sensible thoughts may have some negative effects on you such as: you may begin to feel rejected, lonely, sad, etc.
Check your thoughts -- You can help check to see if your thoughts are non-sensible by:
1) checking to see if they are based on any truth, fact or evidence, and
2) by checking to see if these thoughts are making you feel good.

SENSIBLE OR NON-SENSIBLE THOUGHTS?

Directions: To determine if your thoughts are sensible or non sensible complete the exercise below.

1. Event: You notice a gift on the table for your brother or sister but there isn't one for you.
   Non-sensible thoughts:
   1. _____
   2. _____
   Sensible thoughts:
   1. _____
   2. _____
   Negative effect:
   1. _____
   2. _____

You make up an event. It may be real or unreal.

Event: You walk in a room full of people and some people in the crowd start laughing.

Non-sensible thoughts
1. _____
2. _____

Sensible thoughts
1. _____
2. _____

Negative effect
1. _____
2. _____

Event: _____
_____
_____

Non-sensible thoughts
1. _____
2. _____

Sensible thoughts
1. _____
2. _____

Negative effect
1. _____
2. _____

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88

Name _____ #16-2

Directions: To help you become aware of how your thoughts may cause you stress, read the example below and complete the exercise below.

1. One thing that caused me stress was: having to clean up the kitchen.
2. My thought about it was: I hate doing the dishes.
3. My actions were: I took a long time.
4. What kind of stressor was this? Good ____ Bad __X__
5. Do you need to change your thought? Yes __X__ No ____
   My new thought would be: I might as well get this done because being mad doesn't help and if I finish early I can go outside.

(S.M. Stress Mess)

(SC = Stress Control)

Now you try:

1. One thing that caused me stress was: _____
   _____
2. My thought about it was: _____
   _____
3. My actions were: _____
   _____
4. Later I felt: _____
5. Do you need to change your thought? Yes _____ No _____
   My new thought would be: _____
   _____

1. One thing that caused me stress was: _____
   _____
2. My thought about it was: _____
   _____
3. My actions were: _____
   _____
4. Later I felt: _____
5. Do you need to change your thought? Yes _____ No _____
   My new thought would be: _____
   _____

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Lesson #17

Understanding Your Self Concept #17-1

What is a Self Concept?

1. What you think, feel and believe about yourself makes up your "self concept." Your self concept is also influenced by how other people think and feel about you.
2. It is important to know that what you believe about yourself will influence your behavior. For example:
   A. If you believe and think you are "dumb," then you will act dumb, or
   B. If you believe and think you are "smart," then you will act smart.
3. Your self concept is formed by all of your experiences, both "good" and "bad."
4. You can't change any of your experiences, but you <u>can control</u> how you think and feel about them.
5. Some things that help develop a positive self concept are: 1) Love, 2) Praise, 3) Uniqueness, 4) Responsibility, 5) Capability, and 6) Worthiness.

Complete the following statements:

1. I feel lovable when _____
2. I feel unlovable when _____
3. When I feel lovable I show it by _____
4. When I feel unlovable I show it by _____
5. I get praise when _____
6. I don't get praise when _____
7. I give praise when _____
8. When I get praise I show it by _____
9. When I don't get praise I show it by _____
10. I feel capable when _____
11. I feel incapable when _____
12. When I feel capable I show it by _____
13. When I feel incapable I show it by _____
14. I am unique because _____
15. I feel responsible when _____
16. I feel irresponsible when _____
17. When I feel responsible I show it by _____
18. When I feel irresponsible I show it by _____
19. I feel worthy when _____
20. I feel unworthy when _____
21. When I feel unworthy I show it by _____
22. When I feel worthy I show it by _____

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- HOW DO YOU FEEL ABOUT YOURSELF?

Directions: The way you handle stress has a lot to do with how you feel about yourself. If you feel good about yourself, chances are you will handle stressful situations with confidence and a positive attitude. If you feel bad about yourself, chances are that you will handle stressful situations with a bad attitude and very little confidence. Having a good self-concept can reduce stress in your life. To determine how you feel about yourself complete this exercise.

Name 3 of your greatest accomplishments.

1. _____
2. _____
3. _____

Name 3 things you like about yourself.

1. _____
2. _____
3. _____

Name 3 things you don't like about yourself.

1. _____
2. _____
3. _____

Name 3 wishes or goals.

1. _____
2. _____
3. _____

Complete the following sentences:

1. My greatest dream for myself is _____
2. My greatest contribution to the world is/will be _____
3. One thing I will be remembered for is _____
4. One thing I do very well is _____
5. One reason I'll make it is _____
6. The person who has inspired me the most is _____
7. Nothing can keep me down from _____
8. One thing that is special about me is _____
9. One of the nicest things that was said about me is _____
10. I am the best because _____

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Lesson #18

- WHO'S YOUR SUPPORT PERSON?

It is very important to have someone to talk to when you are feeling upset, angry, scared, nervous, etc. A support person is one who helps or supports you when you are feeling low or unhappy. Everyone should have at least one support person whom they can talk to when things get rough.

Directions: To find out who your support person is, place the name of the person and their relationship to you on the lines below. Answer the questions of whom you would tell if this event, problem, need, or feeling happened to you.
For example: If you got caught cheating on a test, who would you tell? Parents? Friend? Relative? Minister? Counselor?

Who would you tell if.....	NAME	RELATIONSHIP
1 You were failing school?		
2 You made a big mistake?		
3 You didn't get promoted?		
4 You felt lonely or depressed?		
5 You were very ill?		
6 You were involved in sexual intercourse?		
7 You were quitting school?		
8 You were involved in drugs/alcohol?		
9 Your parents were alcoholic?		
10 Your parents were in jail?		
11 Your parents fought a lot?		
12 You wanted to commit suicide?		
13 You were raped?		
14 You were involved in a crime?		
15 You thought you were homosexual?		
16 You had financial problems?		
17 Someone had abused you?		
19 You were dating a person from a different race?		
20 You witnessed a crime?		

Fill in the names of your support persons below based on this exercise:
My support persons are: 1. _____ 2. _____ 3. _____

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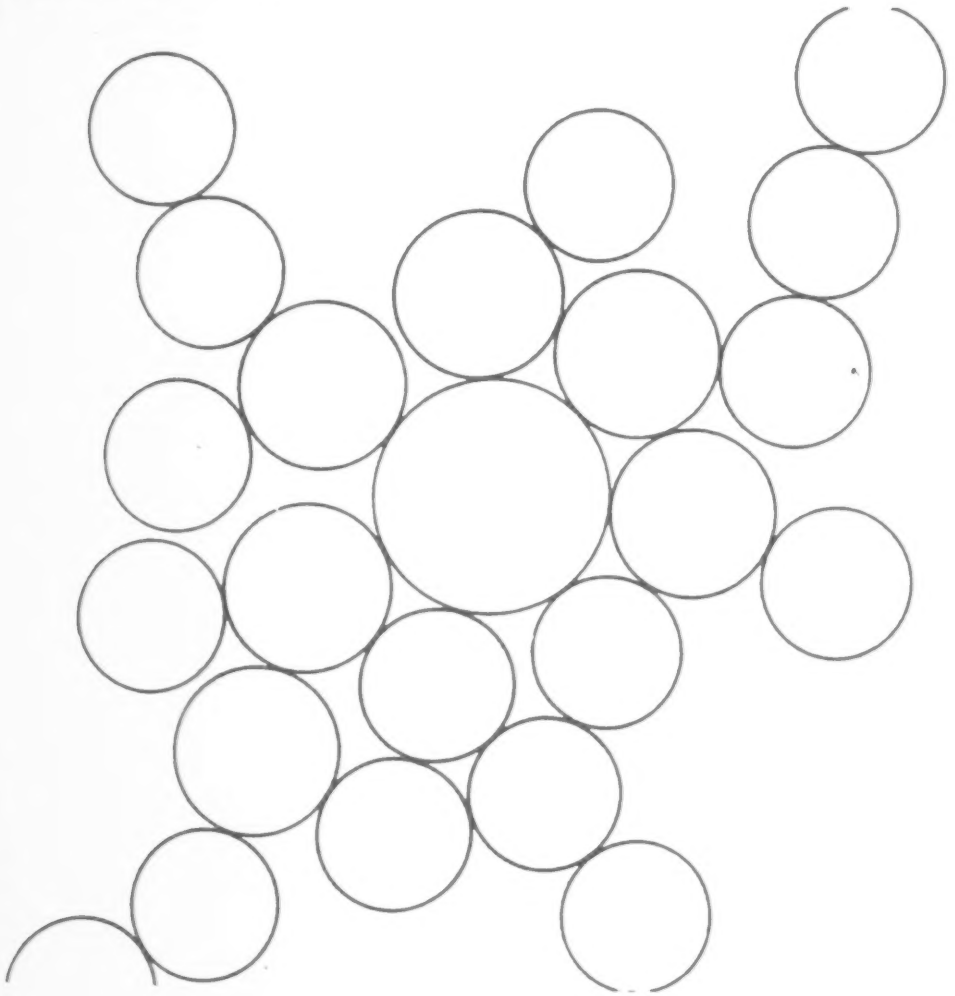
MY SUPPORT GROUP

Directions:

1) Write your name in the large circle in the center below.
2) In the other circles write the names of people who make up your support group (present and past).
3) Also, in the circles with the other names, write the characteristic(s) that you like about that person. For example: Jim (humor) or Sandy (warm).
4) After completing this, take some time to think about why these people are important to you.
5) Lastly, think about the last time you let them know in some way that they were important to you.



Adopted by J. Trotter from Friends Can Be Good Medicine, California Department of Mental Health.

Lesson #19

BIOFEEDBACK

What is Biofeedback?

Biofeedback is a method used to tell if our bodies are relaxed or tensed. The word "biofeedback" means: "bio," referring to biology or body (the science of living things) and "feedback," which has to do with receiving information. Biofeedback means receiving information about the condition of the body as to whether it is tense or relaxed.

Hospitals and clinics use big machines to obtain this information. Another way this can be determined is through the use of "biodots." Biodots are little dots • that are placed on the hand to record one's temperature. The biodot changes color which allows you to know if you are tense or relaxed.

If you or your class are interested in ordering biodots and receiving biofeedback information, they can be ordered from Biodots International, Inc., P.O. Box 2246, Indianapolis, Indiana 46206. The cost is $10.00 for 100. Phone: 317-637-5776

Be sure to record your temperature on the chart below. If you find that you are tense continue to practice the breathing and relaxation exercise in this book.

Biodot Color	Temperature	Day	Time	Activity

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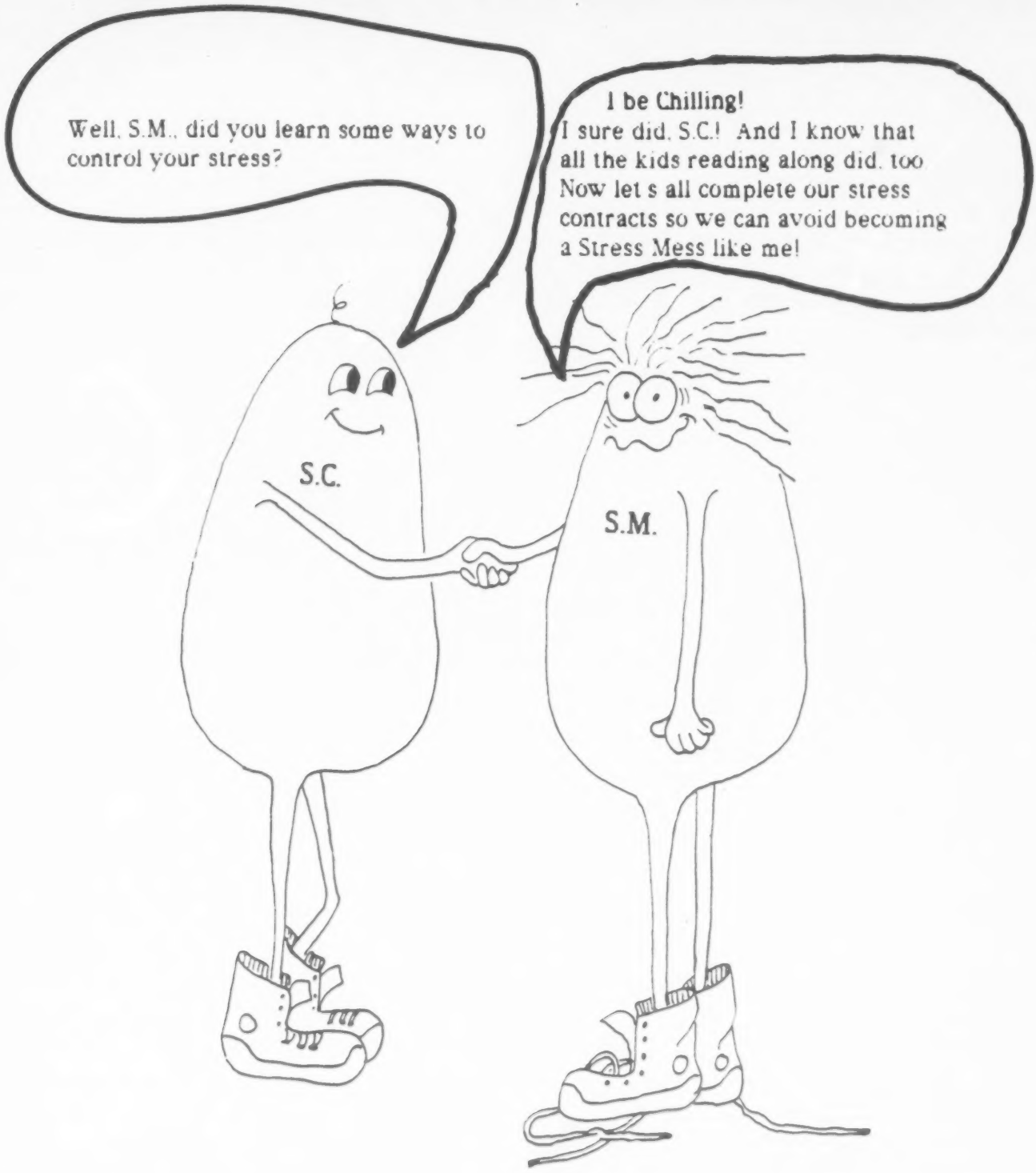
Well, S.M., did you learn some ways to control your stress?
I be Chilling!
I sure did, S.C.! And I know that all the kids reading along did, too Now let s all complete our stress contracts so we can avoid becoming a Stress Mess like me!
S.C.
S.M.

STRESS CONTROL CONTRACT

A. Name several ways/methods which you will use to control stress.

1. _____
2. _____
3. _____

B. If you are not already using these stress control ways/methods, please state time and date that you will begin using these methods.

1. Date _____ Time _____
2. Date _____ Time _____
3. Date _____ Time _____

C. Name sources of support (who will help you with this plan).

1. _____
2. _____
3. _____

D. Identify any barriers that might stop you from following through on this contract.

1. _____
2. _____

E. List possible ways to handle barriers.

1. _____
2. _____

F. Name consequence(s) for not completing this plan. _____

_____

G. Name your reward for completing this plan. _____

_____

H. I commit myself to this plan on _____

_____

_____ _____

Date Signature

_____ _____

Date Witness

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STRESS QUIZ

Activity: Now that you have completed this stress control workbook, let's see what you have learned. Take the Stess Quiz over again and mark the correct answers on Side "A" After. Compare your answers to your first Stress Quiz. The correct answers are listed on the bottom.

Before (B)		After (A) *
_____	1. Stress is something that happens more to older people.	_____
_____	2. The only people who don't have stress are babies and young children.	_____
_____	3. Your personality can cause you stress.	_____
_____	4. Most people who have heart attacks suffer very little from stress.	_____
_____	5. Not having enough stress in your life can cause your problems.	_____
_____	6. Stress can be good for you.	_____
_____	7. Stress has very little to do with your diet.	_____
_____	8. You would be better off if you had no stress in your life.	_____
_____	9. You can't avoid stress.	_____
_____	10. Too much stress can make you sick.	_____
_____	11. You can experience stress while you sleep.	_____
_____	12. Your thoughts can cause you stress.	_____
_____	13. Laughing is a good way to reduce stress.	_____
_____	14. When there is not enough blood in the brain you can get a headache.	_____
_____	15. Handling your problem in a violent way is called assertion.	_____
_____	16. How you feel about yourself will make a difference in how you handle stress.	_____
_____	17. A support person is someone who can help you handle stress.	_____
_____	18. Doing physical exercises won't reduce stress.	_____
_____	19. Taking a shallow breath can help reduce stress.	_____
_____	20. Non-sensible thoughts can reduce stress.	_____

Answers: 1.F 2.F 3.T 4.F 5.T 6.T 7.F 8.F 9.T 10.T 11.T 12.T 13.T 14.T 15.F 16.T 17.T 18.F 19.F 20.F

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Date _____

#20-3

STUDENT EVALUATION

Directions: Please let your instructor know what you thought about this course. Answer questions A, B, C or D based on the following key.
Circle your answers:

A = Excellent B = Good C = Fair D = Poor

1. How would you rate your understanding about stress before this course?
   A B C D

2. How would you rate your understanding about stress after this course?
   A B C D

3. How would you rate this course on stress?
   A B C D

4. How would you rate the handout exercises and activities?
   A B C D

5. How strong is your commitment to reduce stress in your life?
   A B C D

6. Name one thing that you liked about this course. _____

7. Name one thing that you didn't like about this course. _____

8. Name some ways to improve this course. _____

   _____

9. Would you recommend this course to a friend?
   Yes_____ No_____ Not Sure_____

10. Other Comments: _____

    _____

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Feeling Word Puzzle

#20–4

Directions: Find the feeling words listed below in this word puzzle.

E T A H S C O N F U S E D C H O X A P

P M C O A R A R W I T T Y M O C P P M

O P B R I P I T Y O T O A M N I P S Y

H A O A T S P E I Z R O Y N T R E D S

E P R S R L H Y L S P R U T E E A E E

M Y E Y T R U H L D F E I C N L C T D

R E D M E O A T Y S L A I E T A E P O

A F C G C D Y S A A B A C E D X E E D

S C A R E D A T S D T N L T K E U C A

S T A T Y R L O V E Y G I P I D L C D

M U G R S T M G D O D R V I V O C A E

U U P T I G H T R O W Y E F B E N F R

G U E I F R I E N D L Y L O P B K P I

F O X T O T R A P Q O K Y T S U R T P

A O C D Y R Y O U P N A E I W E N S S

J L I T E T R U S T E D F R W R A T N

E P T I N T G R M H L N S E T U F R I

C O E D O F E B A R Y O S D T T S D J

B U D A L Q U I R E L I E F A A T H O

I M P O R T A N T S C I U B Y M S O Y

GOOD FEELINGS		BAD FEELINGS	
content	trusted	bored	hate
relief	joy	angry	fear
love	hope	shy	hurt
satisfaction	appreciation	embarrassed	lonely
excited	mature	scared	confused
inspired	smart	smug	worried
amused	important	uptight	tired
friendly	happy	odd	pity
relaxed	lively	sad	superior
accepted	peaceful	_____	_____
witty	cited	_____	_____

Exercise taken from Eberle and Hall - Affective Education Guidebook

ABUSED CHILD

Hyde, Margaret, Sexual abuse.
The Westminister Press, Philadelphia, 1984.
It shows how children and young adults can lead the attack againist sexual abuse by learning how to protect themselves, where to go for help, what kind of help is available, and how to increase public awareness.

Kempe, Ruth. and C. Henry, The common secret.
W H Freeman and Co., NY, 1984.
Sexual abuse of children and adolescents. A number of case examples are included in this book.

Dolan, Edwards F., Jr., Child abuse.
Franklin Watts, NY., 1980.
The four basic types--child beating and neglect, sexual abuse, incest, explitation of the child in pornography.

Kosof, Anna, Incest.
Franklin Watt, NY, 1985.
Families in crisis. Teenage victims as well as adults reveal their secrets after years of telling no one. This book offers reason for coming forward to reveal the secret and ressurance that help is available.

ALCOHOLIC PARENT

Tracy, Don. What you should know about alchoholism.
Dodd, Mead & Company, NY, 1975
Identifing the alcoholic behavior, how to approach the alcoholic, detoxification and rehabilitation, how to help the problem drinker stay sober and happy.

Ryerson, Eric, When your parents drink too much.
Facts on File Pub., NY, 1985.
The story of a child of an alcoholic. Helps you to learn the problem is not hopeless.

ANGRY, COPING

Laiken, Deidre S., Listen to me, I'm angry.
Lothrop, Lee and Shepard Books, NY, 1980.
How to recogzize and accept your angry. Constructive ways to express anger. How to find expert counseling if needed.

London, Kathleen, Who am I? Who are you?
Addison-Wesley Publishing Co. Reading, 1983.
This book was written to help kids understand their feelings.

Rinzler, Jane, Teens speaks out.
Donald I. Fine, Inc., NY, 1985.
A report from today's teens on their most intimate thoughts, feelings and hopes for the future. Teens tell all in their own words.

YOUTH--STRESS
Related Books

DEATH

Phipps, Joyce, Death's single privacy.
The Seabury Press, NY, 1974.
What do you do in the first hours? The first weeks? How do you handle the endless questions. The author comes to the realization that it is through the integration of death as part of a continuing process of life and growing that one comes to accept it as a means for a deeper perception of oneself and one's family and community.

Anderson, Lydia, Death.
Franklin Watts, NY, 1980.
Learning about death, grief and mourning.

Richter, Elizabeth, Losing someone you love.
G. P. Putnam's Sons, NY, 1986.
Fifteen young people talk openly about losing a brother or a sister.

DIVORCE

Boeckman, Charles, Surviving your parent's divorce.
Franklin Watts, NY, 1980.
This book deals in specifics--in what a child can do. It gives concrete suggestions and advice. It names organizations and identifies sources of help for the young person.

Craven, Linds, Step-families.
Julian Messner, NY, 1982.
This book is for someone that is a step child or about to become one.
Living in step isn't easy. But it can work. And it can be good.

ILLNESS

Spradley, Thomas S., and James P., Deaf like me.
Random House, NY, 1978.
A family's desperate fight to teach their deaf daughter to speak so she will be considered "Normal."

Siegel, Dorothy S., Winners.
Julian Messner, NY, 1978.
Eight young people that have to deal with leukemia, hemophilia, blindness, deafness, and other disabilities--handicaps that have made their growing-up years unique.

Wolf, Bernard, Don't feel sorry for Paul.
J. B. Lippincott Co., NY, 1974. Paul was born with his hands and feet incompletely formed. Paul must live, work and play alongside those who have nimble hands and two strong feet.

YOUTH--STRESS
Related Books

TEEN PREGNANCY

Bode, Janet, Kids having kids.
Franklin Watts, NY, 1980.
This book gives the reader an understanding of the issues involved in teen pregnancy.

McGuire, Paula, It won't happen to me.
A Delta book, NY, 1983.
This book offers much new insight into the behavior and motivation of teenagers/

SECTION III: RESOURCES

Training and Consultation on:
*Wholistic Stress Management, Wellness and Healthy Lifestyles, Belief Systems, Burnout Prevention, Stress Reduction for Pre-School Children and Youth, Teaching and Learning Styles, Parenting, Self-Esteem, Conflict Resolution, Violence Prevention, Cultural Diversity, Rites of Passage, Family Stress Management, Substance Abuse Prevention and Other Human Relation Issues.

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How to Get Anger Out	$ 3 each		
Teen Stress:How To Cope Workbook	$ 10 each		
Videos			
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How to Teach Stress Control Techniques in the Classroom Part I (K-5) & II (6-12)	$ 39.95		
So You Want to Know About Stress (Cartoon & Stress Rap K-12)	$ 25.00		
Troubled Youth Returning Home:How to Cope	$ 29.95		
Teen Stress: How to Cope	$ 59.95		
Feeling and Stress (Preschoolers)	$ 25.00		
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Video #1: "What is This Mess Called Stress?" 40 minutes

A powerful and effective video that explores how negative coping skills can increase substance abuse, health risks, and mortality rates. This video addresses causes of stress due to poor self-concept, job relationships, diets, divorce, seperation, lonliness, death, etc. People share their experiences of abusing drugs and alcohol as a result of poor coping skills for stress management. Experts introduce the Wholistic approach for stress management which includes the mind, body and spiritual development. The following skills are taught: positive thinking, deep breathing, self-talk, visualization, proper diet, affirmation, problem solving and much, much more.

"I had 4 kids in a row and my husband was on my back."

"I couldn't do anything right and I was sick and tired."

"Often my happiness was found at the bottom of an empty bottle."

"I was short changed in life. My mom died early and I hit the streets at 13."

Video #2: "Parenting and Stress" 30 minutes

A timely video designed for African American Parents with dramatizations on child abuse, drug abuse, male-female relationships, childhood illnesses and teen parenting. This video includes pauses that allow parents to discuss how they would handle the scenarios and also professional solutions for the scenarios.

Does family stress increase arguments and confrontations?

What should you do when you discover your child is on drugs?

What do you do when your child is sick, and you have to go to work?

Can family support help a teen parent?

COMMENTS BY VIEWERS

* Dynamic! Everyone should see them.
* I could really relate to the people in this video.
* I learned a lot.
* It tells it like it is.
* This video is a must for all parents.
* Very professionally done. Excellent.
* It makes me stop and check myself out.

Powerful!.....Extraordinary!.....Sensational!.....10 Stars*********

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